

Marine Command And Staff College (The Challenge Of Integrating Phase II JPME)
CSC 2000
Subject Area – Professional Military Education (PME)

Executive Summary

Title: MARINE COMMAND AND STAFF COLLEGE
(The Challenge of Integrating Phase II JPME)

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Thesis: How can the Marine Command and Staff College integrate Joint Professional Military Education Phase II learning objectives in order to produce an officer well grounded in Marine officer core competencies yet be prepared to handle the challenges of working on a higher level joint staff?

Discussion: Recently a move was afoot to get support within the Department of Defense to integrate Joint Professional Military Education Phase II learning objectives into service intermediate level colleges such as the Marine Command and Staff College and the Army Command and General Staff College. The reasons for this move vary; however, feedback from unified commanders offer the most compelling reasons to take such action.

Senior leaders from unified commands stressed four main themes in which Joint Professional Military Education Phase II educated officers should be proficient with regard to responsibilities at the Joint Task Force staff level and higher. The themes are: (1) be knowledgeable in service core competencies, (2) have an understanding of crisis action planning in a Joint task Force Headquarters, (3) be able to manipulate Time Phased Force Deployment Data, and (4) know how to stand up and organize a Joint Task Force Headquarters. Some of the senior leader feedback is based on officers arriving in joint billets with little joint experience or education. A problem that exacerbates the issue is lack of throughput for Phase II programs that is limited to the Armed Forces Staff College. One of the ways to maximize throughput while maintaining quality is to integrate Phase II Joint Professional Military Education into service intermediate level schools.

Recommendations:

- ◆ Begin laying the foundation for joint education much earlier in the academic year. Relate it to current instruction, however, and insure that the relationship to future instruction is clear.
- ◆ Apply greater emphasis on the role that regional combatant commanders and service chiefs play in supporting national strategy. These roles assist in defining who and what the Marine Corps is. The successes and failures of the military dimensions of national strategy and military national power provide the foundation for military operations.

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- ◆ Refine the role of the Strategic Level of War course. It is potentially the most important critical course that sets the stage for the Warfighting from the Sea course as a center of gravity.
- ◆ Merge the Operational Level of War course into the Warfighting from the Sea course. OLOW can retain autonomy as a separate course; however, OLOW operational case studies need to be sequenced to complement specific Warfighting from the Sea blocks of instruction.
- ◆ Expand the scope of the final exercise, "Open Access". Provide all of the necessary tools for students to employ both the Marine Corps Planning Process and Joint Task Force Planning procedures.

Table of Contents

	<i>Page</i>
<i>LIST OF ILLUSTRATIONS.....</i>	<i>IV</i>
<i>PREFACE.....</i>	<i>V</i>
<i>CHAPTER 1. INTRODUCTION.....</i>	<i>10</i>
<i>CHAPTER 2. RECENT HISTORY OF JOINT PROFESSIONAL MILITARY EDUCATION.....</i>	<i>14</i>
<i>The Skelton Report</i>	
<i>JPME 2010 Study Group</i>	
<i>The MMS Research Question</i>	
<i>CHAPTER 3. MARINE CORPS COMMAND AND STAFF COLLEGE CURRICULUM.....</i>	<i>21</i>
<i>Theory and Nature of War</i>	
<i>Strategic level of War</i>	
<i>Operational level of War</i>	
<i>Warfighting from the Sea</i>	
<i>Electives</i>	
<i>Art of Command</i>	
<i>Final Exercise "Open Access"</i>	
<i>CHAPTER 4. INTEGRATING JPME PHASE II LEARNING OBJECTIVES.....</i>	<i>34</i>
<i>The Pillars of Jointness</i>	
<i>Command and Staff College Proposal</i>	
<i>CHAPTER 5. A PROPOSED COURSE OF ACTION.....</i>	<i>38</i>
<i>Introduction</i>	
<i>The Proposed Course of Action - Implementing the "Minor" Modifications</i>	
<i>Theory and Nature of War</i>	
<i>Strategic level of War</i>	
<i>Operational level of War</i>	
<i>Warfighting from the Sea</i>	
<i>Electives</i>	
<i>Art of Command</i>	
<i>Final Exercise "Open Access"</i>	

<i>CHAPTER 6. SUMMARY.....</i>	<i>69</i>
<i>APPENDIX A:- PHASE TWO LEARNING AREAS:</i>	<i>72</i>
<i>APPENDIX B: - PHASE ONE LEARNING AREAS</i>	<i>74</i>
<i>APPENDIX C: - CURRENT AND PROPOSED AY CALENDARS.....</i>	<i>77</i>
<i>BIBLIOGRAPHY.....</i>	<i>98</i>

Illustrations

	<i>Page</i>
<i>Figure 1. Original JPME Study Group COA and Recommendations</i>	<i>18</i>
<i>Figure 2. Revised COA with Recommendations.....</i>	<i>19</i>
<i>Figure 3. Marine Officer Core Competencies/Senior Leader Themes for Joint Officers.....</i>	<i>29</i>
<i>Figure 4. Linkage Between Phase I and II Learning Objectives in the SLOW course</i>	<i>32</i>
<i>Figure 5. Course Similarities between USMC CSC and AFSC-JCSOS Courses.....</i>	<i>39</i>
<i>Figure 6. Curriculum Comparison by Lesson/Course between AFSC-JCSOS and USMC CSC.....</i>	<i>40</i>
<i>Figure 7. USMC CSC Phase II Potential Learning Objective Shortfalls.....</i>	<i>44</i>
<i>Figure 8. Theory and Nature of War Educational Objectives.....</i>	<i>49</i>
<i>Figure 9. Portion of the Month of August 99 (Theory and Nature of War).....</i>	<i>50</i>
<i>Figure 10. Current Figure 9 Week Modified.....</i>	<i>50</i>
<i>Figure 11. Phase II Learning Objective Shortfalls Imbedded into Theory and Nature of War.....</i>	<i>51</i>
<i>Figure 12. Current PMI and Joint Doctrine Calendar.....</i>	<i>52</i>
<i>Figure 13. Current Strategic Level of War Educational Objectives.....</i>	<i>52</i>
<i>Figure 14. Potential Shortfalls Imbedded into the PMI Exercise.....</i>	<i>54</i>
<i>Figure 15. Revised Political Military Exercise and Joint Doctrine Calendar.....</i>	<i>55</i>
<i>Figure 16. Operational Level of War Educational Objectives.....</i>	<i>57</i>

<i>Figure 17. Phase II Potential Learning Objective Shortfalls Imbedded into OLOW.....</i>	<i>58</i>
<i>Figure 18. Phase II Potential Learning Objective Shortfalls in WFTS/MCPP.....</i>	<i>61</i>
<i>Figure 19. USMC CSC Electives AY 99-00.....</i>	<i>63</i>
<i>Figure 20. JCSOS Focused Studies Offered in Recent Years.....</i>	<i>63</i>
<i>Figure 21. Phase II Potential Learning Objectives Shortfalls Imbedded into Open Access.....</i>	<i>65</i>
<i>Figure 22. Final Exercise "Open Access" Learning Objectives.....</i>	<i>68</i>

Preface

The purpose of this document is to provide to the Marine Command and Staff College an alternative for integrating Joint Professional Military Education Phase II learning objectives into the curriculum. It also provides an off-the-shelf product that can be implemented by the Command and Staff College as is, modified, or used as a model for other courses of action. This document could not have been developed without the assistance of the Chairman, Joint Chiefs of Staff, J-7 Military Education Directorate, LtCol J.F. Hemleben from the Marine Command and Staff College faculty, and Dr Joe Strange from the Marine Corps War College faculty.

CHAPTER 1

Introduction

The nation's uniformed services' professional military education institutions provide the foundation for the professional development of service members. The Marine Corps University is the Marine institution that provides this educational foundation to Marines. The school's statement of purpose actually infers much more. The Marine Corps University develops competence of its Marines, other service, international, and civilian students who attended its component schools.¹ As the Marine Corps proponent of professional military education, the university focuses on the leadership, warfighting, and staff development skills of the nation's military forces through resident and distance learning programs. Graduates of its colleges and schools are prepared to perform with increased effectiveness in service, joint, and multinational environments at the tactical, operational, and strategic levels of war, as well as crises ranging from humanitarian assistance to combat.² The university's statement of purpose implies that joint education is critical to the development of its students. Intermediate level schools such as the Marine Command and Staff College offer students their first formal exposure to the operational level of war and higher in an academic environment. The purpose of the Command and Staff College is to be the premier institution within the university for the education of officers in theory, nature, and practice of the operational

¹ Command and Staff College (SOP): “*Standard Operating Procedures*” (Quantico, VA: Marine Corps Combat Development Command, July 99), 1-2

² Command and Staff College (SOP): “*Standard Operating Procedures*” ,1-2

level of expeditionary warfare.³ The mission of the Command and Staff College is to provide intermediate and advanced-intermediate professional military education to field grade officers of the Marine Corps, other services, and foreign countries to prepare them for command and staff duties with Marine Air Ground Task Forces and for assignment with joint, multinational, and higher level service organizations.⁴ In order for Command and Staff College to be able to accomplish its mission, Joint Professional Military Education must be embraced in such a way that students are well versed in service competencies and are knowledgeable in the integration of all service systems to enhance joint operations.

It is essential that our Joint Professional Military Education programs provide our warfighters with an understanding of strategic concepts in the future environment where military force will be applied, as well as in-depth understanding of individual service systems and how the integration of these systems enhance joint operations.⁵ This statement is part of the joint education and training guidance provided by the Chairman, Joint Chiefs of Staffs' Joint Vision 2010. Joint Vision 2010 further directs the services to emphasize the integration of joint capabilities and to develop skills that increase individual and organizational effectiveness.⁶ Regardless of service, service professional military educational institutions such as the Marine Command and Staff College, bear the responsibility of emphasizing the integration of joint capabilities. From the beginning of

³ Command and Staff College (SOP): "*Standard Operating Procedures*," 1-3

⁴ Command and Staff College (SOP): "*Standard Operating Procedures*," 1-3

⁵ Chairman, Joint Chiefs of Staff. "*Joint Vision 2010*," (Washington, DC: Joint Chiefs of Staff, 1996) <http://www.dtic.mil.80/doctrine/jv2010/jvpub.htm>, 20

⁶ Chairman, Joint Chiefs of Staff. "*Joint Vision 2010*," 20

their careers, future leaders must be both educated and experienced in joint operations without sacrificing their basic service competencies.⁷ Professional military institutions at the intermediate service school level formally realize joint education. This is where the embodiment of Joint Vision 2010 begins as it pertains to joint education.

It has been just over a decade since the 1989 implementation of the current two-phased system of Joint Professional Military Education. Several studies have assessed the status of joint education since the inception of the two-phased system of joint education. These studies were generated due to the majority of stakeholders expressing dissatisfaction in the current system. The previous studies have floundered in part because of congressional reluctance to entertain proposals that seemed to retreat from the commitment to jointness established by the Goldwater-Nichols Act of 1986.⁸ For example, some earlier failed proposals seemed to violate the four requirements for genuine joint education established by the 1989 Military Educational Review Panel. The four requirements are a joint curriculum, a joint student body, a joint faculty, and control by the Chairman, Joint the Chiefs of Staff.

The MMS Research Question

How can the Marine Command and Staff College integrate Joint Professional Military Education Phase II learning objectives in order to produce an officer well grounded in Marine officer core competencies yet be prepared to handle the challenges of

⁷ Chairman, Joint Chiefs of Staff, “*Concept for Future Joint Operations - Expanding Joint Vision 2010*,” (Washington, DC: Joint Chiefs of Staff, 1997), 20

⁸ Joint Staff, J-7 MED, *Phase 2 Course of Action Development*, Draft Report, Sept 1999, Preface

working on a higher level joint staff? A recent proposal to overhaul the current system of Joint Professional Military Education includes the integration of Phase II Joint Professional Military Education learning objectives into the current academic year of intermediate level schools (see Appendix A). This is challenging for service schools because they already balance the instruction of competing interests such as service core competencies, operational and strategic studies, and Joint Professional Military Education Phase I learning areas. In order to entertain options on how to integrate Joint Professional Military Education Phase I learning areas, a working knowledge of the following items are a must at a minimum: a recent history of Joint Professional Military Education, requirements driving change, the current Marine Command and Staff curriculum, and finally an option that facilitates the integration of phase two learning objectives.

CHAPTER 2

Recent History of Joint Professional Military Education

The Goldwater-Nichols Defense Reorganization Act of 1986 served as the catalyst to get the military services to improve the performance of officers serving in joint assignments. Specifically, title IV calls for personnel management policies that would meet three goals: (1) select more talented (quality) officers for joint duty assignments, (2) increase the joint experience level of officers in joint assignments, and (3) educate them appropriately.⁹ The end-state of these goals was the creation of the Joint Specialty Officer (JSO). Two of the policies for achieving the education goal are to: (1) strengthen joint education for all officers, and (2) require that Joint Specialty Officers successfully complete joint education at a joint professional military education school before a joint duty assignment. Section 663, "Education", of title IV of the Goldwater-Nichols Defense Reorganization Act identified two ways to implement joint education in professional military education schools. Title IV directed the services to focus more on joint matters for all students regardless of follow-on assignments. The second was the enhancement of rigorous academic standards for Joint Specialty Officers in joint professional military schools such as the Armed Forces Staff College. Although Goldwater-Nichols jump-started joint education, it was the issuance of the Report of the Panel on Military Education by the Committee on Armed Services of the House of Representatives in 1989 that provided the prescriptive measures for how the services were to initially realize the vision of Goldwater-Nichols. The panel refers to the Skelton report.

⁹ Committee on Armed Services House of Representatives, *Report of the Panel on Military Education*, (US Government Printing Office: April, 1989), 57

The Skelton Report

The purpose of that panel was to determine how to improve and standardize, relative to service core competencies, the educational quality of professional military education institutions within the Department of Defense. The panel made several recommendations. There are two that are particularly cogent to this study. The first is a recommendation that amended laws to facilitate the hiring of civilian faculty members. Specifically, the panel recommended amending Title 10 (10 USC 7478) to provide each service the same flexibility in hiring and compensating civilian faculty. It also directed the services to seek the highest quality of officers for instruction. The second called for the establishment of a two-phased Joint Specialty Officer education process. This process, currently in place at the time of this writing, calls for instruction of phase one Joint Professional Military Education learning areas to occur at intermediate service schools. It directs that the Armed Forces Staff College instruct phase two learning objectives during follow-on temporary duty.

JPME 2010 Study Groups

Several studies, cited earlier, occurred since the Skelton report to assess the status of both joint and professional military education. In February 1998, the Director of the Joint Staff, Vice Admiral Dennis C. Blair, directed the J-7 to review Joint Professional Military Education (JPME) and develop a course of action that might improve the Joint Professional Military Education process. Due to Admiral Blair's efforts in May 1998, the

Director of the Joint Staff proposed the establishment of a Joint Professional Military Education 2010 study group to assess, evaluate, and make recommendations to improve Joint Professional Military Education. In July 1998, the Joint Professional Military Education 2010 study was chartered to study current and future joint military education requirements in support of Joint Vision 2010, develop an educational process/system that will prepare officers for current and future challenges of Joint Vision 2010, and identify off-the-shelf technology initiatives in the public sector that benefit joint professional military education.¹⁰

The study was broken into three phases. Each phase had a study group specific to that phase. Phase one involved requirements. The purpose of the phase one requirements team was to define current and future requirements for educating officers in joint matters. The phase two charter was to develop a course of action team. The purpose of the course of action team was to develop courses of action based on the requirement team's findings. Phase three involves the implementation of the course of action. Phase three has yet to occur.

The phase one requirements team used a combination of questionnaires and senior leader interviews in its methodology to gather information. The team interviewed 1,182 individuals and 63 senior leaders across the joint community. An assessment of the data provided by the questionnaires discovered a commonality among junior and senior officers. Both groups indicated that there needed to be an emphasis on joint curriculum, but that the emphasis should increase with grade and responsibility. Junior officers indicated a need for a general or broad overview of joint topics. These responses somewhat contradict comments from many senior leaders during interviews.

¹⁰ Joint Professional Military Education 2010 Study, *Requirements Team Report*, Sept 1998, 5

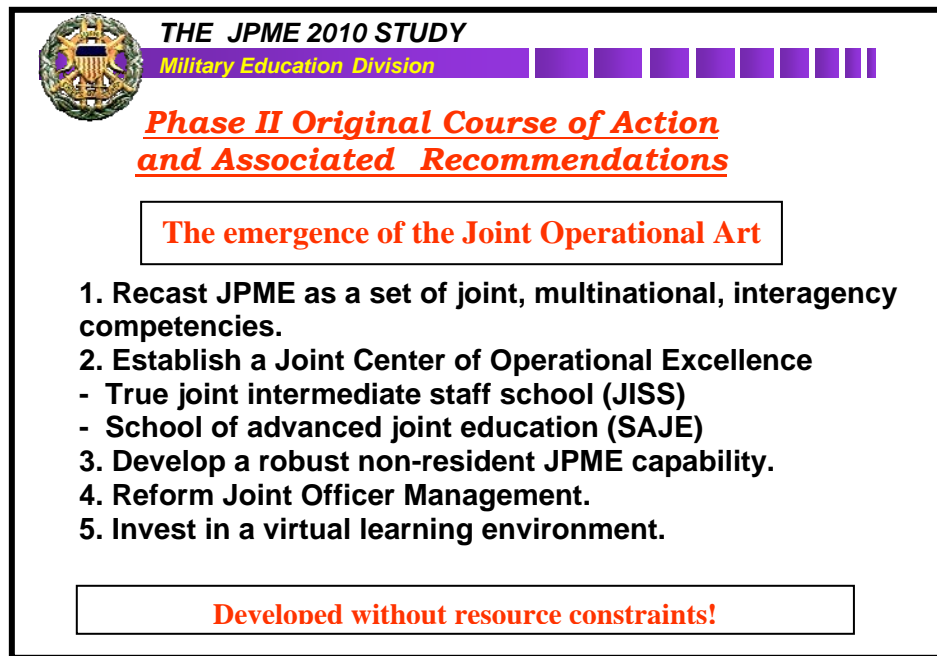
Data from the interviews of senior officers from combatant commands indicated a common thought that junior officers were unprepared to do their jobs and carry out their responsibilities in a joint environment. The frequent use of an ad-hoc Joint Task Force to respond to a crisis often compounds the lack of joint experience among the officers that become the staff of that ad hoc joint task force. Senior leadership reflected that four main themes be addressed in preparing officers to effectively participate in Joint Task Force operations, planning and execution. The Joint Professional Military Education system should produce officers that are (1) knowledgeable in service core competencies, (2) have an understanding of crisis action planning in a Joint task Force Headquarters, (3) can manipulate Time Phased Force Deployment Data, and (4) know how to stand up and organize a Joint Task Force Headquarters.¹¹

Study Group Recommendations

The phase two study group's original course of action recommended several things to address senior leader concerns. Those items are listed in figure 1. The original recommendations did not recommend the integration of Phase II learning objectives into intermediate service school curriculums. Service and unified command responses reflected a desire to have a system that provided one place that an officer could go to

¹¹ Joint Professional Military Education 2010 Study, *Requirements Team Report*, Sept 1998, 8


Figure 1. Original JPME Study Group COA and Recommendations
(Source: JPME Study Group Tank Brief)



satisfy all Joint Professional Military Education requirements. If this was possible, the requirement to send an officer to the Joint Combined Officer Staff School temporary duty and return could end. This idea could potentially save commands money and end the disruption of day to day operations by having to send an officer away from the command for twelve weeks. This idea led to a revised course of action with recommendations.

The study group's revised course of action recommended, among several things, that intermediate service schools should incorporate Joint Professional Military Professional Education Phase II learning objectives directly into service school curricula (see figure 2). For example, the Marine Corps Command and Staff College currently instructs Joint Professional Military Education Phase I learning areas that are

Figure 2. Revised COA with Recommendations
(Source: JPME 2010 Study Group Tank Brief)



THE JPME 2010 STUDY
Military Education Division

**“New” Phase II Revised Course of Action and
Associated recommendations**

The emergence of the Joint Operational Art

**JPME Phase II at Intermediate and Senior Service schools:
Distance/Distributed JPME II**

- Service College
- Joint Learning Centers at the CINC
- Advanced distributed learning (ADL) Armed Forces Staff College’s Joint Operations School
- Joint Officer Management Reform

Developed without resource constraints!

prescribed in the Officer Professional Military Education Program (OPMEP). Currently, Phase II learning objectives can only be met by attending the Joint and Combined Officer Staff School with the aforementioned temporary duty for a period of three months. So, in order to alleviate this problem the services may be offered the opportunity to teach Joint Professional Military Education Phase II at each of the intermediate service colleges in lieu of sending students to the current three month Joint Combined Officer Staff School.

These recommendations drive the military education system to seek several things. (1) Provide “One stop” Joint Professional Military Education. (2) Resolve the temporary duty issue. (3) Expand the student audience of Joint Professional Military Education. (4) Provide a commitment to distance learning and reserve components. (5) Accomplish all the above at a reasonable price. (6) Resolve resource shortfalls. (7) Simplify and clarify joint officer management. (8) Deepen and broaden Joint

Professional Military Education. This paper seeks to provide a course of action for one of the recommendations.

In order to instruct Phase II Joint Professional Military Education at the Marine Command and Staff College, an understanding of the recent history of Joint Professional Military Education and its impact on the current Command and Staff College curriculum is important. Goldwater-Nichols and the subsequent Skelton report gave energy and direction to joint education in the late 1980's. This direction and energy has resulted in a graduate level curriculum at Command and Staff College that currently sets forth on an azimuth to produce an officer ingrained in service core competencies and exposed to a joint education.

CHAPTER 3

Marine Corps Command and Staff College Curriculum

The Marine Command and Staff College meets its mission statement via seven courses of instruction in an academic school year. Every year a committee comprised of faculty members meets to insure that the college's curriculum continues to meet the school's mission statement. The seven courses of instruction are Theory and Nature of War, The Strategic Level of War, The Operational Level of War, Warfighting from the Sea, Electives, Art of Command, and the final exercise "Open Access". Each course of instruction has Joint Professional Military Education Phase I learning objectives imbedded throughout the course (see Appendix B).

Theory and Nature of War

The Theory and Nature of War course focuses on aspects of military theory, military history, and current military affairs. The educational objectives of the course are: (1) To consider the enduring nature of all war, and explore the ways it is always enmeshed with politics, will, passion, uncertainty, chance, and interaction with the enemy. (2) To appraise forces and factors that are social, political, ideological, moral, economic, and technological that causes a given war, shape its particular character, bring about its end, and determine its historical impact. (3) To explore theoretical concepts that military historians, analysts, and practitioners have found valuable over the years in comprehending, analyzing, and evaluating the events and trends of military affairs. (4)

To study military history.¹² The course spans a continuum from early classical theorists to modern theories of war. The course design strives to give students a broad understanding of the nature of warfare from a historical perspective and how it pertains to the modern era.

The course is sequential in that it begins in Western Europe with the Thirty Years War of 1618 to 1648 and moves through the American way of war. It then transitions to Asia to analyze core teachings of two original strategic theorists, Sun Tzu and Mao Tse Tung. Eventually, the course addresses future war and conflict, and trends of war as they pertain to the twenty-first century. The course uses Thucydides as a course capstone study. The origins of the war between Athens and Sparta make an excellent case study for thinking about how a large community such as the various Greek peoples of the Mediterranean can become polarized and aggressive. There are clear parallels to consider with the World War I case study completed earlier in the course.¹³ The course not only looks at land warfare but also addresses naval warfare, sea power, early amphibious concepts, and air power. The course has several recurring themes: (1) the inherent nature of war, with its timeless issues of politics, civil-military relations, economics, leadership and motivation, etc. (2) The changeable character of war, which may be limited or unlimited, conventional or unconventional, etc. How and why these parameters may change during a given war. (3) The complex interrelationship of policy, strategy, operations, and tactics. (4) The international environment, and the promise and problems of multinational warfare. (5) The roles of military theory and principles of war. (6) The impact of technological change and "Revolutions in Military Affairs". (7) The

¹² Command and Staff College, "Theory and Nature of War Faculty Guide," 6

¹³ Command and Staff College, "Theory and Nature of War Faculty Guide," 6

limits of military power.¹⁴ The Theory and Nature of War ends with a final examination that requires students to evaluate the recurring themes during a given period of war.

The Strategic Level of War (SLOW)

The Strategic Level of War course together with the Theory and Nature of War course is the Command and Staff College students' first exposure to national military strategy and national security policy. The course examines the means at the disposal of policy makers. The course also examines the process by which national interests articulate themselves into the goals or ends of strategy.¹⁵ Up to this point, most students are not required to think beyond the tactical level of war. The objectives of this course are: (1) To compare relationships among national security interests, national objectives, the nature of war, and the international security environment. (2) To analyze how global and domestic institutions shape, influence, and constrain U.S. policy. (3) To infer how national purpose, values, interests, objectives, and legal/ethical principles influence the formulation and conduct of policy. (4) To analyze the principal participants and processes of U.S. national security policymaking and understand how strategy relates to policy. (5) To evaluate the key elements of national power and be able to assess the utility, as well as the interrelationship among the elements of, national power. (6) To formulate the essential elements of a military strategy to see if military means can be used in support of national security objectives. (7) To assess the nature of the threat to current U.S. national interests across the spectrum of conflict and evaluate various

¹⁴ Command and Staff College, "Theory and Nature of War Faculty Guide," 7

¹⁵ Command and Staff College, "Strategic level of War Faculty Guide," 4

responses to those threats.

There are five blocks of instruction during the Strategic Level of War course. The blocks of instruction are presented in historical case studies that review World War II, Korea, and Vietnam via the relationships of emerging superpowers of those various times. The course moves on to current global security issues and culminates in a political military interaction exercise where students role play both civilian agency and senior military leaders to gain a better understanding of the role of the interagency working groups that meet in times of crisis. This course builds on the Theory and Nature of War course and provides the national-level policy and planning perspective leading to the Operational Level of War course.

The Operational Level of War (OLOW)

The purpose of the Operational Level of War course is to study operational warfare and campaigning. The course builds upon the material covered in previous courses on the Theory and Nature of War and the Strategic Level of War and in many respects is an extension of both.¹⁶ The course has several recurring themes to include successes and failures of joint doctrine and planning, coalition warfare and geo-strategic considerations. The vehicle for studying these themes is case studies involving the U.S. campaign in Sicily in World War II, the reduction of Rabaul in the Pacific, the actions of Tenth Corps in Korea, and the Falkland Islands campaign. These case studies serve as a jump off point for the Warfighting from the Sea course that follows.

¹⁶ Command and Staff College, "Operational Level of War Faculty Guide," 2

Warfighting from the Sea

The Warfighting from the Sea course currently encompasses the second half the year. The focal point of the course is the Marine Expeditionary Force. Warfighting from the sea has ten blocks of instruction: (1) Marine Air Ground Task Force (MAGTF), (2) Force Deployment Planning and Execution (FDPE), (3) Marine Corps Planning Process, (4) Joint/Multinational Operations, (5) Offensive and Defensive Operations, (6) Amphibious Operations, (7) Marine Expeditionary Unit Special Operations Capable MEU(SOC) Operations, (8) Operational maneuver from the Sea (OMFTS), (9) Conflict Termination/Regional Studies, (10) and Military Operations other than War. The course employs a single overarching scenario to walk students through various educational objectives. Practical application exercises conclude some of the sub-courses. All scenarios replicate operations within the purview of a Marine Expeditionary Force staff as a component to a Joint Task Force headquarters. The practical application exercises strive to emphasize the linkage to higher Joint Task Force headquarters functions. Three blocks of instruction, the Marine Corps Planning Process, Military Operations other than War, and the final exercise, "Open Access" are especially meaningful to Marine operations today.

As students embark on the various exercises in Warfighting, they learn to make decisions through the employment of the Marine Corps Planning Process. The Marine Corps Planning Process attempts to provide students with a methodology for decision-making. This methodology facilitates an understanding of the Joint Operational Planning and Execution System and the Joint Task Force Planning Process. It is the only block of

instruction that provides overarching connectivity.

The Military Operations other than War Course attempts to explore the history, fundamentals, and doctrine of military operations other than war. The course seeks to provide an overview of current social, political, and cultural conditions, which may have an impact on such operations.¹⁷ Case studies on Vietnam, Afghanistan and Chechnya provide studies on insurgency and counter-insurgency. The course reviews transnational threats, counter-narcotics, peacekeeping and humanitarian operations, and the role of the United Nations and non-governmental organizations. Case studies of Northern Ireland, the Balkans, Columbia, Somalia, Rwanda, and Haiti provide the catalysts for study. Military support to civilian authorities and media affairs has a week dedicated to it. The course finishes with a seminar for review and final reflections.

Ultimately, the academic year culminates in a final exercise in which all students participate as part of a notional joint and multinational task force. The final exercise, "Open Access" exposes students to Joint Task Force, component, functional, and/or Marine Expeditionary staff billets by placing them in various billets within these organizations. The current construct of the course provides students with the opportunity to role-play at least two different billets at varying staff levels.

Electives

After 1 January of each year, students take an elective in addition to the normal curriculum. The elective subjects range from "Generalship and the Art of Command" to

¹⁷ Command and Staff College, "Military Operations Other than War Faculty Guide," 3

"Joint Warfighting", "Vietnam studies", and several others. These electives afford command and staff students an opportunity to round out their educational experience at the college by studying a subject interesting to the individual and relevant to professional development.

Art of Command

The normal curriculum imbeds the Art of Command within it, however, during certain blocks of the course additional time is specifically set aside for an Art of Command class. For example, during Theory and Nature of War students conduct a staff ride on the battle of Chancellorsville. At the beginning of the Operational Level of War, students connect Chancellorsville with Gettysburg. At the conclusion of the Operational Level of War, the college conducts a Desert Storm symposium. In 1999, the symposium panel members included all of the American component commanders that formed Central Command's operational forces in Southwest Asia. The Art of Command focuses on historical and current command, leadership, and ethical issues that pertain to leading today's soldiers, sailors, airmen, and marines.

Regardless of the course, each course director uses both Marine core service competencies and Joint Professional Military Education Phase I learning areas to provide focus for his course.

Final Exercise “Open Access”

Exercise “Open Access” serves as the final exercise for the academic year as a mechanism for evaluating the yearlong curriculum for faculty and students. The exercise seeks to use a realistic scenario where national strategy, a campaign plan, and supporting plans provide for the deployment and employment of a Joint Task Force. Each student participates in various billets in the different parts of the exercise, from Joint Task Force Staff down through its subordinate units, and demonstrates mastery of a variety of subjects.¹⁸

Marine Officer Core Competencies

As described earlier, senior leadership interviews reflected four main themes in preparing officers to effectively participate in Joint Task Force operations, planning, and execution. These themes are somewhat analogous to joint officer core competencies or at a minimum they provide a basis from which to develop joint officer competencies. One of the themes is service core competency. If you accept the notion that joint officer core competencies exist or could exist, what are the corresponding Marine officer service core competencies?

In June 1999, The Officer Core Competency Working Group met to answer that very question. Before determining the core competencies, the group defined a core competency as: essential knowledge, skills, and expertise acquired through training,

¹⁸ Command and Staff College, “Exercise OPEN ACCESS Faculty Guide,” 1

education and experience associated with a group of officers common in grade, occupational specialty and years of commissioned service.¹⁹ If the notion of joint officer core competencies is acceptable, the working group's definition of core competency seems to fit the grouping of joint officers. There is great potential for a complementary relationship between what the working group determined to be Marine officer core competencies and senior leader themes for joint officers (see Figure 3). Column A reflects the suggested officer core competencies for a Major in the Marine Corps, regardless of military occupational specialty. Column B reflects the senior leader themes for junior field grade officers serving on a joint task force staff. The officer core competency of "Greater Institutional Perspective" directly addresses the senior leader theme of being knowledgeable in service core competencies. The remaining five

Figure 3. Marine Officer Core Competencies/Senior Leader Themes for Joint Officers

COLUMN A	COLUMN B
Marine Officer Core Competencies Recommended by Working Group	Senior Leader Themes for preparing joint officers for JTF Operations
Greater Institutional Perspective	Be knowledgeable in service core competencies
Educational Growth (ILS)	
Capable of Performing in Higher Level Staff (Above MEF Level)	Have an understanding of crisis action planning in a Joint task Force Headquarters
More Management Cognizance/Authority/Responsibility	Can manipulate Time Phased Force Deployment Data
Proficient in the Staff Planning Process	Know how to stand up and organize a Joint Task Force Headquarters
Capable of Functioning as a Joint Officer	

¹⁹ Manpower Division and Manpower & Reserve Affairs, *Information Paper: Officer Core Competency Study*, (Quantico, VA: June, 1999), 1

competencies directly support the development of a joint officer well grounded in the other senior leader themes. In fact, they imply that a Marine Major should be capable of successfully accomplishing missions and handling responsibilities inferred within the themes. Given this, one can assume that many of the topics that a Marine officer gets exposure to during intermediate level schooling tie directly with the Phase II joint learning objectives at the Joint Combined Officer Staff School.

If this proposition is acceptable, then it is prudent to allow the marriage of Phase I learning areas to their Phase II learning objectives in order for them to complement one another. This marriage would facilitate the realization of what the working group and senior leaders determined independently of one another. The issue is how to integrate Phase I and Phase II joint learning objectives in order to foster a successful marriage. In order to integrate them, it is important to understand their linkage.

Linkage between Phase I and II JPME

An inextricable link exists between the topics of the two phases of Joint Professional Military Education. The Program for Joint Education (PJE) is a body of objectives, policies, procedures, and standards approved by the Chairman of the Joint Chiefs of Staff that supports fulfillment of the educational requirements for joint officer management.²⁰ It prescribes the joint learning objectives from which the Command and Staff College and the Joint Combined Officer Staff School derive their educational focus as it pertains to joint education. Command and Staff course designers further establish

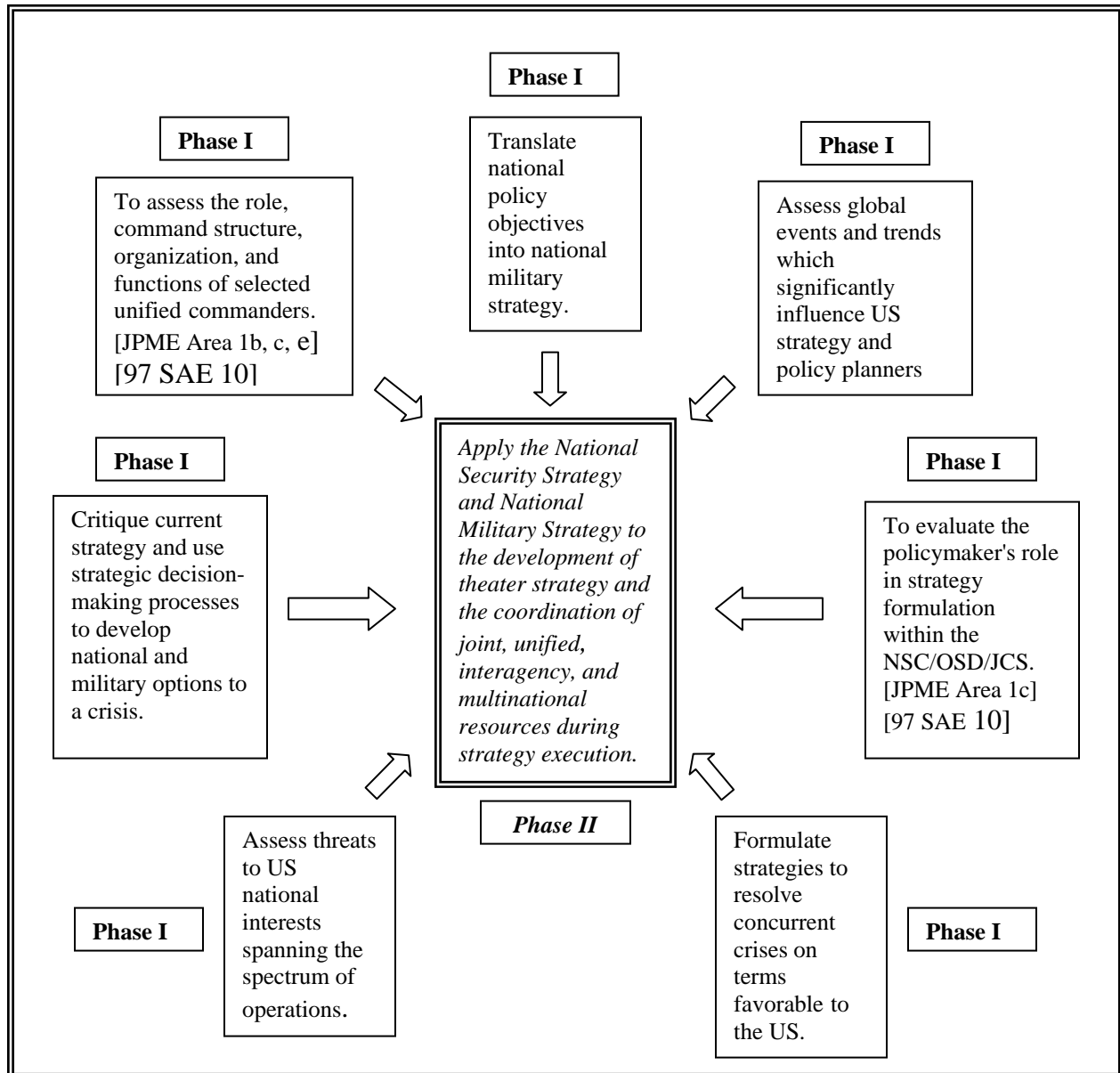
²⁰ Chairman of the Joint Chief of Staff Instruction, *Officer Military Education Policy*, (Washington, DC: Joint Chiefs of Staff, 1986), F-1

overarching educational objectives for each course. The Joint Combined Officer Staff School created Phase II core competencies based on the Phase II learning objectives established in the Program for Joint Education. Joint Combined Officer Staff School course designers further refine course standards by assigning learning objectives and samples of behavior for each course. The *educational* objectives from the Marine Command and Staff College and the *learning* objectives from the Joint Combined Officer Staff School serve as a reference for the remainder of this document.

It is difficult to focus exclusively on Phase I learning objectives without directly or indirectly relating them to Phase II learning objectives. This is how the curricula of the Marine Command and Staff College and the Joint Combined Officer Staff School presently function. By design, they focus on Phase I and Phase II learning objectives respectively. The Strategic Level of War course of the Command and Staff College offers an example of the linkage between the two phases. In order to understand this linkage, *review figure 4 on page 32*. The specific lesson is the Political-Military Interagency exercise. Phase I *educational* objectives of the exercise surround a Phase II learning objective. The Phase II *learning objective* directly applies to the Phase I *educational objectives* and the linkage is very clear. Everything the course designer sets out to accomplish encompasses the Phase II learning objective. Although the school is not required to instruct Phase II, this illustration clearly shows the linkage between Phase I and II learning objectives. The Phase I *learning* objectives the course intends to cover are: (1) explain the organizational framework within which joint forces are employed, (2) explain the purpose, roles, functions, and relationships of the National Command Authorities (NCA), National Security Council (NSC), Chairman of the Joint Chiefs of Staff,

combatant commanders, Service Chiefs, Joint Force Commanders (JFCs), and Combat Support Organizations and (3) comprehend how the US military is organized to plan, execute, sustain, and train for joint and multinational operations. Indirectly,

Figure 4. Linkage Between Phase I and II Learning Objectives in the SLOW course



the educational objectives and several other Phase I learning objectives tie closely to the Phase II learning objective. This is just one example of linkage. During the ten-month academic year of the Command and Staff College, enough linkage occurs across the spectrum of learning objectives that the Command and Staff College could integrate Phase II learning objectives with minimal impact to the current curriculum if directed to do so. The remainder of this document sets forth to integrate Phase II learning objectives into the current Command and Staff College curriculum.

CHAPTER 4

Integrating JPME Phase II Learning Objectives

The current Marine Command and Staff College curriculum can accomplish the integration of Joint Professional Military Education Phase II learning areas in several ways. Regardless of the method, a course of action that integrates Joint Professional Military Education Phase II must do so in a way that preserves the instruction of Marine officer core competencies and provides for the enhancement of joint officer core competencies. This document provides a course of action with the assumption that the Command and Staff College can attain relief from the pillars of jointness as prescribed in the Skelton Report.

The Skelton Report provides the origins of the pillars of jointness. The report recommended that schools providing joint specialist education should meet four standards: A curriculum that focuses on joint matters, a faculty with equal representation from each military department, a student body with equal representation from each military department, and control of Joint Professional Military Education standards of learning exercised by the Chairman of the Joint Chiefs of Staff.²¹ The course of action offered in the remainder of this paper involves imbedding the Phase II learning objectives into the current Command and Staff College curriculum. This requires relief or modification of three of the four pillars mentioned above.

²¹ Committee on Armed Services House of Representatives, *Report of the Panel on Military Education*, (US Government Printing Office: April, 1989), 13.

Command and Staff College Proposal

The Command and Staff College has generated a proposal that explains the rationale for lifting the three pillars. The following excerpts from this Command and Staff College proposal address each of the pillars requiring removal:

In 1989, three short years after GNA, joint culture had yet taken a firm hold within DoD, especially the U.S. Marine Corps. Marine Corps Command and Staff College was characterized as follows by the Skelton Panel report of 1989... “Quantico is not comparable to other service and joint intermediate schools. Its level of focus is on a lower level of warfare and it is narrower in scope.” As a result, of Congressional legislation and influence upon the services, the Marine Corps has made significant improvements over the past 11 years toward joint socialization and education within its Command and Staff College. Currently 61.2 percent of the time spent in teaching the CSC curriculum through reading, discussing, thinking, and lecturing, is focused on joint matters. This far exceeds what is required by the OPMEP or Congress for JPME Phase I education. In fact, CSC accomplishes several of the OPMEP objectives for Phase II intermediate level joint education and fulfills several of the Phase II joint officer core competencies established by AFSC (see enclosure). These accomplishments are the direct result of GNA and the Skelton Panel affecting the joint socialization of Marine Corps education. The Marine Corps is not the same service nor is CSC the same school of the late 80’s. Rather it is responsive to CINCs’ and joint force commanders’ requirements.²²

This excerpt argues that the Officer Professional Military Education Program must draw out the requirement for Phase II requirements. This program requires Phase II instruction to be at least twelve weeks in length based on stipulations from the Skelton Report. The rationale is that it takes that long to cover the Phase II learning areas. Can you successfully spread twelve weeks of instruction across the current ten month Command and Staff College curriculum without detrimentally affecting it?

²² Command and Staff College, “*Concept Paper*,” 2.

The proposal addresses the requirement for a joint faculty of equal representation in the following fashion:

The following statement by the Skelton panel indicates its intent with regard to the faculty of JPME Phase II institutions... “whereby the faculty preserves its service origins while serving the more catholic national military interest,” Marine Command and Staff College has met that intent of joint socialization and diverse thinking, not through the “one-third” faculty or student mix but by the blending of resources given to it over the last 11 years. Other service faculty, JSO qualified faculty, faculty with JDA experience, civilian faculty having taught at other service schools, and civilian faculty retired from other services have changed the experience at CSC in ways that are entirely consistent with the intent of GNA. Under current law, this faculty does not qualify to teach Phase II JPME. Clearly, however, a faculty this diverse in experience can and does meet the Congressional intent of providing joint socialization and education by “inculcating a joint perspective that is the essence of joint specialist education.”²³

The Command and Staff College's proposal addresses the change in service and joint cultures from the Goldwater-Nichols Defense Reorganization Act to the present. It argues that the quality and experience of the faculty reflects the Joint approach to military operations in the past decade. Similar arguments exist regarding student body mix.

The College's proposal states:

Additionally, the student mix requirement of one-third is driven by the perception for the need to allow other service members to voice their service views and reflect their service culture. CSC completely supports this claim. The important question becomes, what are the necessary numbers of those other service students needed to accomplish that task? In FY 01-05 CSC projects it will lower its total numbers of USMC students by 12 consequently raising the other service percentages slightly (Enclosure (2)). Nevertheless, have no doubt, the students being sent to CSC from the other services are neither shy nor timid when offering their views in seminar or lecture. No question, a greater number of other service students would always be better but this should not be the dominant or sole prerequisite for true joint socialization. Enclosure (2) shows the CSC projected student mix for FY 01-05. For example, CSC students spend 10 months with each other not 12 weeks such as at AFSC. Through academic rigor and social encounters over these 10 months, professional and personal bonds are forged among/between Marines and other service members. It is here and at their joint commands where they work tough issues, accomplish difficult projects,

²³

Command and Staff College, “*Concept Paper*,” 1

labor through challenging exercises, and spend long days together. This is how and where the student officer develops the true cultural attitude of jointness.²⁴

The argument is that the knowledge gained throughout, and the experience of the Command and Staff College curriculum, reflect what Goldwater-Nichols envisioned in terms of the student body becoming joint.

²⁴ Command and Staff College, “*Concept Paper*,” 2

CHAPTER 5

A Proposed Course of Action

The proposed course of action sets out to imbed Phase II learning objectives in accordance with the Officer Professional Military Education Program into the current Command and Staff college curriculum. This course of action compares the Command and Staff College courses of instruction with the Joint Combined Officer Staff School lessons to determine what Phase II learning objectives are already addressed and how to integrate those that are not. The end state of this course of action is to insure that an officer graduate of the Marine Command and Staff College embodies the ideas prescribed in Joint Vision 2010 which state:

“From the beginning of their careers, future leaders must be both educated and experienced in joint operations without sacrificing their basic Service competencies. Leader development must begin with individual leader selection and extend beyond formal training and education. Operational experience must be provided in diverse, progressive assignments that stress innovation, the need to deal with ambiguity, and the application of military art and science. When possible, this experience must include operations with allies. In short, our leaders must learn and experience at the highest levels of mental and physical agility and versatility in increasingly complex joint and multinational operations.”²⁵

The Command and Staff College curriculum already embodies these ideas by providing a solid base in Marine officer core competencies and exposure to Joint Operational Art.

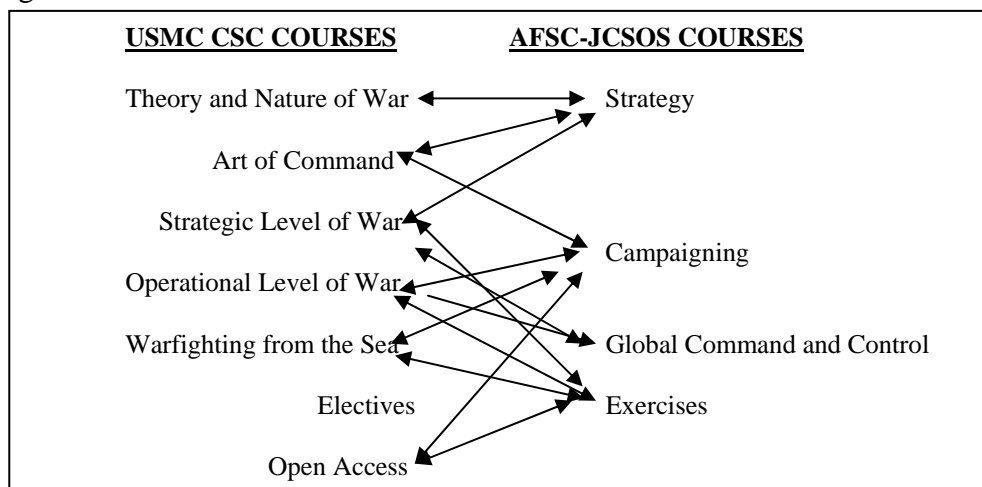
The Joint Combined Officer Staff School at the Armed Forces Staff College is the agency responsible for providing Phase II joint instruction for intermediate level students. The Joint Combined Officer Staff School curriculum divides into four inter-related courses, (Strategy, Campaigning, Global Command and Control Systems, and

²⁵ Chairman, Joint Chiefs of Staff, “*Concept for Future Joint Operations - Expanding Joint Vision 2010*,” 20

Exercises).²⁶ Key elements of unified action at Theater and Joint Task Force levels of joint command provide the educational focus. Recurring themes such as command and control, multinational and interagency coordination, deliberate planning, and joint attitudes and perspectives provide the integration of lessons used to understand unified action at the theater and Joint Task Force level. The current sequencing of the subject matter of the Joint Combined Officer Staff School courses can ease the Command and Staff College's efforts to imbed Phase II core competencies within the current Command and Staff curriculum.

The Command and Staff College and Joint Combined Officer Staff School course designs are very similar. Both courses of instruction are sequential and many of the educational goals are similar from course to course (see figure 5). At the Joint Combined Officer Staff School there are 87 lessons used to instruct what are in fact Phase II topics. Not surprisingly a few shortfalls currently exist since the charter of the Marine Command and Staff College does not require instruction of Phase II learning objectives.

Figure 5. Course Similarities between USMC CSC and AFSC-JCSOS Courses



²⁶ Armed Forces Staff College, Joint Combined Officer Staff School Curriculum, (<http://www.afsc.edu/jcsos/curriculu.htm>, Sept 1999), 2

A brief analysis based strictly on reviewing allotted time and learning objectives of the individual lessons within the courses from the Joint Combined Officer Staff School and comparing them with the Command and Staff curriculum supports the claim that the courses have several similarities (see figure 6).

Figure 6. Curriculum Comparison by Lesson/Course between AFSC-JCSOS and USMC CSC

CURRICULUM COMPARISON				
ARMED FORCES STAFF COLLEGE			USMC COMMAND AND STAFF COLLEGE	
LESSON #	TITLE	HOURS	COURSE	REMARKS
1	In-Processing			
2	Open ceremony			
3	STL Orientation			
4	Introduction to JULLS	1	WFTS	JTF Lessons Learned
5	PURPLE DAWN & GCCS Intro	3	WFTS	JOPES+GCCS
6	PURPLE DAWN CAP, Phase I-II (PE)	4	WFTS	<i>Focus of these early Practical Applications Exercises is Team Building vice Product/Prepare Students for Future Prac Apps</i>
7	PURPLE DAWN CAP, Phase III (PE)	7	WFTS	
8	Senior Fellow AAR	2	OLOW	
9	JCA/CCA/Staff Actions (JIP)		WFTS	SLOW/OLOW/MMS/AMPHIB Papers
10	Joint Ethics (Under Development)		SLOW	Law of Land Warfare/Just War Theory/Ethics Case Study
11	Joint Duty	2		
12	Intro to Campaigning	1	OL OW	OLOW Keynote Address/Campaign Planning
13	Strategic Art	4.5	SL OW	PMI Exercise/Educational Objectives are the same
14	Pacific Case Study	3	SLOW	SLOW Case Studiesx4 vice one
15	JSPS	3	OL OW	UNAAF/UCP/JSPS
16	ARFOR Perspective	2	OLOW	18 th Corps CDR/Army Doctrine/Seminar
17	NAVFOR Perspective	2	OL OW	2d Fleet CO/Naval Doctrine/Seminar
18	AAFOR Perspective	2	OL OW	9 th AF CDR/USAF Doctrine/Seminar
19	MARFOR Perspective	2	OL OW	II MEF CDR/USMC Doctrine/Seminar
20	JSOTF Perspective	2	WFTS	Special Operations Forces
21	IMO Military Capabilities Briefing			Imbedded from August to December/26 IMO Briefs

22	Joint Strategic Review	5	OLOW	Dir J7, MG Close/Open Access/Overviews only
23	JSCP	5	WFTS	Open Access
24	Operational Art	2	OLOW	OLOW Keynote Address/Warfighting Functional Briefs
25	Case Study-North African Campaign	2	OLOW	OLOW Covers Four Campaign Studies
26	US Military Command Establishment	4	SLOW	UNAAF/UCP/JSPS-Domestic Nat Security Bureaucracy
27	Information Operations/Information Warfare	6.5	WFTS	Information Operations
28	Space Support	1	WFTS	CINC USSPACECOM Lecture
29	The CINC and Interagency Coordination	3.5	SLOW	PMI Exercise/National vice Theater CINC
30	The CINC and Theater Engagement Nation Assistance	3		Exposure during SLOW and MOOTW
31	Peace Operations	3.5	WFTS	Peacekeeping Ops (MOOTW)
32	Multinational Issues	2.5	WFTS	Multinational Operations
33	Mission Analysis	1	WFTS	Mission Analysis overview/Mission Analysis Workshop
34	Humanitarian and Foreign Disaster Relief	1	WFTS	United nations Operations
35	Exercise: PURPLE HOPE	8	WFTS	Practical EX/CSC lecture based during UN OPS
36	Joint Force Command	2	WFTS	Views of the JTF Commander/JTF Organization
37	Theater Strategy and Theater Engagement Plan	12		Exposure during SLOW, MOOTW, WFTS, and OA
38-41	Mid-Term Exam	9	WFTS	In Class Midterm Exam
42	Deliberate Planning Overview	1	WFTS	MCPD Overview
43	Joint C4I Integration and GCCS Planning Tools	3.5	OA	Exposure during Barbary Sword/Offensive PE/Open Access
44	Joint Logistics Support	2.5	OA	Exposure during Barbary Sword/Offensive PE/Open Access
45	Area Briefing and Battlespace Preparation	2	WFTS	CBAE: Battlespace Geometry/Centers of Gravity
46	Joint Force Capabilities and Synchronization Exercise PURPLE FIRE	4	WFTS	Exposure during Barbary Sword/Offensive PE/Open Access
47	Mission Analysis and Commander's Intent	1	WFTS	Mission Analysis overview/Mission Analysis Workshop
48	Assumptions and EEI	2	WFTS	CBAE Battlespace Geometry/Centers of Gravity
50	Multinational Course of Action Development	8	WFTS	Exposure during Barbary Sword/Offensive PE/Open Access
51	Staff Estimates	18	WFTS	Course of Action Development Brief/COA Workshop
52	Commander's Estimate: Wargaming	5	WFTS	COA Wargaming Brief/Wargaming Workshop
53	Commander's Estimate: Decision	4	WFTS	COA Decision Brief/COA Decision Workshop
54	Flexible Deterrent Options		ELECT	Exposure during Barbary Sword/Offensive PE/Open Access
55	CINC's Strategic Concept		OA	
56	Tunisian Situation Dev CAP #1 Exercise PURPLE MISSILE AND PURPLE CLOUD	1	WFTS	Barbary Sword PE

57	Wargaming COA Reassessment EX PRP MISSILE/CLOUD	3	WFTS	Exposure during Barbary Sword/Offensive PE/Open Access
58	CJCS Concept Review	1		
59	Combat and Support Force Planning	8	WFTS	Force Deployment and Planning Exercise/TRANSCOM Brief
61	Transportation Planning	2		
64	Shortfall Identification/Transportation Feasibility Analysis/TPFDD Refinement	8		
65	TPFDD refinement, Plan Documentation, Plan Review, Supporting Plans, and Plans and TPFDD Refinement	2		
66	CONPLAN Review Critique	2	WFTS	All Exercises and Courses
67	Purple Sunset CAP Phases I-II Situation Development and Crisis Assessment	4	WFTS	Barbory Sword/Open Access Exercises
68	Exercise PURPLE NEO	2	WFTS	MOOTW Pract Acc
69	PURPLE Sunset: Transition from CINC to CJTF: The Deployable Joint Task Force Augmentation Cell (DJTFAC)	2	OA	The Final Exercise "Open Access" spans a period of 15 days. Students will stand up and function as a part of a JTF Staff. Students get the opportunity to role-play JTF as well as MEF key staff billets. Open Access learning objectives are very similar to JCSOS lessons 73-83.
70	Crisis Action Planning Review and Historical Analysis	3	WFTS	
71	Purple Sunset-COA Development and Selection CAP Phases III-IV	8	WFTS	
72	Execution Issue: Force Protection	2		
73	Execution Issue: Joint Targeting	2	WFTS/OA	The Final Exercise "Open Access" spans a period of 15 days. Students will stand up and function as a part of a JTF Staff. Students get the opportunity to role-play JTF as well as MEF key staff billets. Open Access learning objectives are very similar to JCSOS lessons 73-83.
74	Execution Issue: Battlefield Geometry	2		
75	Execution Issue: Rules of Engagement	2		
76	Execution Issue: Boards, Centers, and Other Agencies	2		
77	Purple Sunset - CAP Phase V Execution and Employment Planning	12	WFTS/OA	The Final Exercise "Open Access" spans a period of 15 days. Students will stand up and function as a part of a JTF Staff. Students get the opportunity to role-play JTF as well as MEF key staff billets. Open Access learning objectives are very similar to JCSOS lessons 73-83.
78	Purple Sunset - CAP Phase VI OPORD Execution	20		
79-82	Final Exam	8		
83	Beyond JV 2010: China and Asian Security in 2015	2	T+N/SLOW MOOTW	Future War Two Perspectives/CIA Workshop: "New World Coming - American Security in the 21 st Century/Future MOOTW Threats
84	No Student Lesson Required			

85	Beyond JV 2010: Africa 2015	2	T+N/SLOW MOOTW	Future War Two Perspectives/CIA Workshop: "New World Coming - American Security in the 21 st Century/Future MOOTW Threats
86	Beyond JV 2010: Future Warfighting	2		
87	Senior Fellow Round Table	1	OLOW	Desert Storm Symposium
Total JCSOS Hours of Scheduled Instruction IAW Course Cards.		253.5	Remarks: JCSOS 12 Week course assuming 8 hour days = 480 available hours. Assume remaining time dedicated to student preparation and study	
Legend: T+N=Theory and Nature of War, SLOW=Strategic Level of War course, OLOW=Operational level of War course, WFTS=Warfighting from the Sea course, MOOTW=Military Operations other than War, OA=final exercise "Open Access"				

An analysis of the Phase II learning objectives within the 87 Joint Combined Officer Staff School lessons reveals that a **potential** shortfall of approximately 183 hours of joint Phase II instruction exists between the two curricula. This potential 183-hour shortfall equates to four plus weeks worth of instruction in the academic calendar, however, a close examination of the Command and Staff College curriculum reveals that it currently imbeds many of the Phase II learning objective shortfalls. Therefore, the Command and Staff curriculum can address the **actual** preponderance of Phase II shortfalls with only minor modifications to its current curriculum.

The Proposed Course of Action - Implementing the "Minor" Modifications

First, the entire Command and Staff College curriculum requires a review in its entirety. The proposed course of Action requires a review of the seven courses of instruction offered at the Command and Staff College. Each review will assess the linkage between Joint Professional Military Education Phase I and II learning objectives. That assessment will determine the potential for imbedding Phase II learning objectives. The process of imbedding uses the potential learning objective shortfall's matrix (see figure 7).

Figure 7. USMC CSC Phase II Potential Learning Objective Shortfalls

USMC CSC PHASE II POTENTIAL LEARNING OBJECTIVE SHORTFALLS		
LESSON #	JCSOS LESSON TITLES AND ASSOCIATED LEARNING OBJECTIVES	HOURS
5	PURPLE DAWN & GCCS Intro Learning objective: Comprehend the phases of Crisis Action Planning (CAP)	3
6	PURPLE DAWN CAP, Phase I-II (PE) Learning objectives: 1) Comprehend joint staff organizational principles at the theater level 2) Comprehend an understanding of the interrelated elements of national military Strategy, the requirement to gain and maintain public support, and the major planning considerations for using military force 3) Apply crisis action planning procedures to evaluate an evolving situation 4) Comprehend CAP and joint reporting structure (JRS) procedures to direct responses to an evolving crisis scenario	4
7	PURPLE DAWN CAP, Phase III (PE) Learning objectives: 1) Comprehend joint staff organizational principles at the theater level 2) Apply crisis action planning procedures to evaluate an evolving situation 3) Comprehend CAP and Joint Reporting Structure (JRS) procedures to direct responses to an evolving crisis scenario	7
11	Joint Duty Learning objectives: 1) Understand the history and background of joint organization and operations 2) Understand the requirement for the joint specialty officer program, career progression, and education	2
15	JSPS Learning objective: Comprehend the formal processes used to develop military strategy and allocate resources	3
22	Joint Strategic Review Learning objectives: 1) Comprehend how the Joint Strategy review process is used as input to the Joint Strategic Planning System 2) Apply the Joint Strategy review process to the USAFCOM area	5
23	JSCP Learning objective: Analyze selected parts of a draft Joint Strategic Capabilities Plan	5
26	US Military Command Establishment Phase II Learning objectives: 1) Comprehend the structure and functions of the primary elements of the national military command structure 2) Comprehend the assigned responsibilities and guidance to Commanders in Chief of unified commands (as provided for in UCP and UNAAF) which they must consider in discharging their duties and responsibilities	4
30	The CINC and Theater Engagement Nation Assistance Learning objective: Comprehend the relationship among and effects of various nation assistance programs in military operations other than war	3

35	<p>Exercise: PURPLE HOPE</p> <p>Phase II Learning objectives:</p> <ol style="list-style-type: none"> 1) Analyze the political agendas, goals, and actions of nations while participating in a Coalition 2) Apply the principles of JTF Command and Control to the relationships and activities Of governmental agencies, non-governmental agencies, and private volunteer Organizations that join multi-national task forces while conducting humanitarian Operations 	8
37	<p>Theater Strategy and Theater Engagement Plan</p> <p>Learning objectives:</p> <ol style="list-style-type: none"> 1) Analyze the use of Joint Doctrine in development of a theater Strategy and Theater Engagement Plan 2) Apply the USAFCOM theater Strategy and Theater Engagement Plan to the New national Security Strategy and Joint Review Process 	12
42	<p>Deliberate Planning Overview</p> <p>Learning objective: Comprehend the Deliberate Planning Process introduced in JPME I</p>	1
43	<p>Joint C4I Integration and GCCS Planning Tools</p> <p>Learning objectives:</p> <ol style="list-style-type: none"> 1) Comprehend the major C4I responsibilities associated with the combatant and joint task force commanders, especially as these relate to joint planning and execution at the combatant level 2) Understand the organizational relationships and structural limitations of joint C4I 3) Analyze the relationship between C4I issues, lessons learned from recent operations and operational art concepts such as anticipation, timing, and tempo 	3.5
45	<p>Joint Logistics Support</p> <p>Learning objectives:</p> <ol style="list-style-type: none"> 1) Comprehend the responsibilities, organization and authority for logistics of the Joint Force Commander 2) Comprehend the impact of logistics on operations planning and execution 	2.5
46	<p>Area Briefing and Battlespace Preparation</p> <p>Learning objectives:</p> <ol style="list-style-type: none"> 1) Analyze the political, geographical, economic, social, religious, environmental and military conditions in a potential joint operations area (JOA) 2) Analyze enemy capabilities and limitations, and determine possible threats to US interests within a potential JOA <p>Analyze the joint operations area for planning factors that could influence the deliberate planning effort</p>	2
47	<p>Joint Force Capabilities and Synchronization Exercise PURPLE FIRE</p> <p>Learning objective: Evaluate the application of force synchronization in operational planning</p>	4
48	<p>Mission Analysis and Commander's Intent</p> <p>Learning objective: Apply the mission analysis portion of the deliberate planning process to the Tunisian scenario</p>	1
49	<p>Assumptions and EEI</p> <p>Learning objectives:</p> <ol style="list-style-type: none"> 1) Analyze events and decisions from a historical military operation through application Of principles for making valid assumptions in the planning guidance step of concept development in deliberate planning 2) Apply understanding of the planning guidance step of concept development to a New situation in the USAFCOM deliberate planning scenario 3) Apply understanding of the situation and enemy capabilities to determine how threat in an area of operations affects the deliberate planning process 	2

50	Multinational Course of Action Development Learning objectives: 1) Comprehend COA development steps in the planning guidance phase 2) Apply development principles to develop several new courses of action for the existing coalition	8
51	Staff Estimates Learning objective: Apply the staff estimate process to determine supportability of courses of action	18
52	Commander's Estimate: Wargaming Learning objectives: 1) Apply the products of the mission analysis and the commander's planning guidance to Develop course of action war gaming skills 2) Apply understanding to development criteria for the execution of planned branches and sequels	5
53	Commander's Estimate: Decision Learning objectives: 1) Analyze friendly courses of action 2) Apply commander's estimate comparison process in a deliberate planning situation	4
54	Flexible Deterrent Options Learning objective: Apply adaptive planning to a new situation in a deliberate planning scenario	2
55	CINC's Strategic Concept Learning objective: Comprehend the CINCs Strategic Concept and its relationship to the other steps in the concept development phase of deliberate planning	8
56	Tunisian Situation Dev CAP #1 Exercise PURPLE MISSILE AND PURPLE CLOUD Learning objectives: 1) Analyze the impact of a new ballistic missile threat within the region. Also analyze the possibility that WMD may be couple to the new missile 2) Comprehend the services' requirements and capabilities for operating in an NBCE 3) Comprehend the CINCs Operational and Strategic responsibilities for NBC Defense 4) Assess the impact of the threats increased combat power within the region and analyze The impacts of this added capability on the CONPLAN being developed	1
57	Wargaming COA Reassessment EX PRP MISSILE/CLOUD Learning objectives: Apply the Joint Theater Missile defense Doctrine and discussion from lesson 56 to the 1) USAFCON Tunisian CONPLAN 2) Comprehend the services' requirements and capabilities for operating in NBCE 3) Comprehend the CINC's operational and Strategic responsibilities for NBC Defense	3
58	CJCS Concept Review Learning objective: Comprehend the CJCS Concept review Process	1
67	Purple Sunset CAP Phases I-II Situation Development and Crisis Assessment Learning objectives: 1) Apply crisis action planning procedures an Evolving crisis 2) Apply missions roles, capabilities, and limitations of forces using JOPES to assist in Determining appropriate crisis response	4
68	Exercise PURPLE NEO Learning objective: Apply crisis action planning procedures to report and respond to an Evolving crisis	2

69	PURPLE Sunset: Transition from CINC to CJTF: The Deployable Joint Task Force Augmentation Cell (DJTFAC) Learning objectives: 1) Comprehend the organization, roles, and responsibilities of the DJTFAC 2) Apply organizational techniques and concepts of the DJTFAC during a joint planning exercise	2
70	Crisis Action Planning Review and Historical Analysis Learning objectives: 1) Understand the basic concepts and primary products of crisis action planning 2) Analyze the effectiveness of responses in past time sensitive crises 3) Appreciate the value of CAP in time sensitive crises 4) Comprehend low intensity conflict security issues and their relation to CAP	3
71	Purple Sunset-COA Development and Selection CAP Phases III-IV Learning objectives: Apply principles of CAP and the procedures of CAP phase III to Crisis	8
72	Execution Issue: Force Protection Learning objectives: 1) Comprehend force protection issues which effect Joint task Force planning 2) Apply the IPB approach to force protection against a threat to AFCOM forces in Tunisia	2
73	Execution Issue: Joint Targeting Learning objectives: 1) Comprehend terminology and methodology of joint targeting 2) Apply targeting functions and responsibilities of an actual Joint targeting Coordination Board (JTCB) to support the JFC in the Tunisian scenario	2
74	Execution Issue: Battlefield Geometry Learning objective: Comprehend a joint operations area and how it is used by the JFC in battlespace management	2
75	Execution Issue: Rules of Engagement Learning objectives: 1) Comprehend the basic concepts and terms associated with ROE 2) Analyze the various constraints and restraints that operational commanders will Consider when compiling ROE	2
76	Execution Issue: Boards, Centers, and Other Agencies Learning objectives: Analyze the various boards, centers, and other agencies and determine which ones a JTF would require to plan and conduct multinational operations	2
77	Purple Sunset - CAP Phase V Execution and Employment Planning Learning objectives: 1) Apply the procedure of JOPES Phase V in developing and OPORD 2) Apply force employment options for the JTF 3) Apply the force, support, and transportation planning steps from deliberate planning While using JFAST during execution planning	12
78	Purple Sunset - CAP Phase VI OPORD Execution Learning objectives: Apply joint staff concepts, principles, and procedures at the JTF level to simulate a Contingency operation Apply knowledge of joint and service doctrine to the exercise Analyze the requirements for war termination on terms favorable for the coalition forces	20
	TOTAL LEARNING OBJECTIVE SHORTFALL HOURS	183

Imbedding Phase II learning objectives requires integrating and sequencing Phase II learning objectives so that they merge with and enhance the current Command and Staff College curriculum. The imbedding process also seeks to safeguard current instructional methodology, student preparation and study time, and faculty work-loads while enabling the college to successfully impart requisite knowledge that supports Marine officer core competencies, joint officer core competencies, and satisfies Joint Professional Military Education Phase I and II learning objectives.

Theory and Nature of War

The Theory and Nature of War provides a catalyst for introducing Joint Professional Military Education learning objectives. Skeptics may question the relevance of Clausewitz and Sun Tzu as they pertain to Joint Professional Military Education. Although students potentially glean some joint lessons from such studies, great utility exists in establishing a lesson that addresses the evolution of joint warfare. The purpose of the course could be to introduce students to the development of joint warfighting through the prism of United States military history. This course potentially ties in well with the stated course objectives listed in Figure 8. This introduction could serve as a foundation and a primer for addressing Joint Professional Military Education learning objectives. The learning objectives of the Joint Duty course offered at the Joint

Combined Officer Staff School include the historical requirements that necessitate joint education. For example, figure 9 depicts the current third week of the Theory and Nature of War in academic year 1999-2000. Figure 10 shows how one of the Joint Professional

Figure 8. Theory and Nature of War Educational Objectives

To consider the enduring nature of all war, and explore the ways it is always enmeshed with politics, will, passion, uncertainty, chance, and interaction with the enemy.
To appraise the forces and factors--social, political, ideological, moral, economic, and technological--that cause a given war, shape its particular character, bring about its end, and determine its historical impact.
To explore theoretical concepts that military historians, analysts, and practitioners have found valuable over the years in comprehending, analyzing and evaluating the events and trends of military affairs.
To study military history.

Military Education Phase II lessons and

its associated learning objectives - Joint

Duty - could integrate into the current

figure 9 week.²⁷ The course is

imbedded without disrupting previously

scheduled personal study and

preparation time, the normal flow of the

curriculum, and other scheduled events

such as Sport's Day and optional

briefings. The imbedding of this

introductory course and others set the conditions for the remainder of the academic year

as it pertains to Joint Professional Military Education. Figure 11 depicts the specific

Phase II courses imbedded into Theory and Nature of War and their associated learning

objectives. The Theory and Nature of War example breaks up the two hours dedicated to

Joint Duty at the Joint Combined Officer Staff School into two one hour classes.

²⁷The calendar in figure 9 only reflects one actual JCSOS Phase II lesson and a course depicted as the "Evolution of Joint Warfare". This course is an add-on that it simply intends to serve as a brief historical base to orient the remainder of joint instruction. The other Phase II course, "US Military Establishment", comes earlier in August to lead off the entire academic year. See Appendix C to view comprehensive modifications via a revised academic year calendar.

Figure 9. Current Week in the month of August 99 (Theory and Nature of War)

23	24	25	26	27
WORLD WAR I 0800-0915 The Character of WWI (Showalter) 0930-1045 Innovation or RMA? (Meyer) 1100-1200 Counterespionage Brief (SA Greg McKamey, NCIS) 1215-1315 LOG Officers' Meeting 1230-1630 PSPT	0800-1100 Seminar 1130-1630 PSPT 1230-1530 English/ESL	0800-1630 PSPT	NAVAL THEORISTS 0800-0915 Mahan (Brooks) 0930-1045 Corbett (Jacobsen) 1100-1130 SAW Brief 1145-1300 USMC Promotion Boards Brief (Optional) – Maj Petit 1200-1630 PSPT	0800-0900 PSPT 0900-1200 Seminar 1230-1630 Sports' Day

Figure 10. Current Figure 9 Week Modified
(Note: Changes to original calendars are boldened and underlined)

23	24	25	26	27
WORLD WAR I 0800-0915 The Character of WWI (Showalter) 0930-1045 Innovation or RMA? (Meyer) 1100-1200 Counterespionage Brief (SA Greg McKamey, NCIS) 1215-1315 LOG Officers' Meeting 1230-1630 PSPT	<u>0800-0900 Intro to Joint Duty and JPME</u> <u>0915-1115 Seminar</u> <u>1130-1200 SAW Brief</u> 1230-1630 PSPT 1145-1300 USMC Promotion Boards Brief (Optional) – Maj Petit 1230-1530 English/ESL	0800-1630 PSPT	NAVAL THEORISTS 0800-0915 Mahan (Brooks) 0930-1045 Corbett (Jacobsen) <u>1100-1215 Evolution of Joint Warfare</u> 1200-1630 PSPT	<u>0800-0945- Seminar-Naval Theorists</u> <u>1000-1145 Seminar- Evolution of Joint Warfare</u> 1230-1630 Sports' Day

Preservation of the current curriculum is important. Therefore, it is important to note the following changes. Students lose one half hour of personal preparation and study time due to a briefing scheduled for the 26th being moved to the 24th. The introduction of the two joint courses minimally reduces the original amount of time allocated to seminars. Faculty advisors have to compensate for the seminar time adjustments. The schedule changes easily accomplish the original objectives and in fact enhance student learning through refined joint learning objectives. Minor changes to

Theory and Nature of War set the conditions for a seamless transition into the Strategic Level of War from a joint education perspective.

Figure 11. Phase II Learning Objective Shortfalls Imbedded into Theory and Nature of War

LESSON	JCSOS LESSON TITLES AND LEARNING OBJECTIVES	HOURS
26	US Military Command Establishment Learning Objectives: 1) Comprehend the structure and functions of the primary elements of the national military command structure 2) Comprehend the assigned responsibilities and guidance to Commanders in Chief of unified commands (as provided for in UCP and UNAAF) which they must consider in discharging their duties and responsibilities	4
11	Joint Duty Learning Objectives: 1) Understand the history and background of joint organization and operations 2) Understand the requirement for the joint specialty officer program, career progression, and education	2
	TOTAL NUMBER OF SHORTFALL HOURS	6
Note: See Annex A Armed Forces Staff College Phase II Core Competencies		

The Strategic Level of War (SLOW)

The Strategic Level of War course provides an opportunity to expand on initial joint topics addressed during the Theory and Nature of War. The educational objectives of the course support this claim. Figure 12 displays SLOW's current educational objectives. A method to exploit this opportunity is to refine the SLOW course to include strategic level of war joint topics that relate to the unified combatant commander's regional engagement plans. This potential refinement facilitates the incorporation of several Phase II learning objectives into SLOW. This can be done in SLOW's Political-Military Interagency exercise. Figure 13 illustrates the current SLOW Political-Military

Figure 12. Current Strategic Level of War Course Educational Objectives

STRATEGIC LEVEL OF WAR EDUCATIONAL OBJECTIVES	
The objective of this course is to enhance a student's ability to think strategically. Students will be asked to analyze the relationship between national interests and objectives and the way military power and other constituent elements of power can be used to serve national policy.	
To compare relationships among national security interests, national objectives, the nature of war, and the international security environment.	
To analyze how global and domestic institutions shape, influence, and constrain U.S. policy.	
To analyze the principal participants and processes of U.S. national security policymaking and understand how strategy relates to policy.	
To evaluate the key elements of national power and be able to assess the utility, as well as the interrelationship among the elements, of national power.	
To formulate the essential elements of a military strategy to see if military means can be used in support of national security objectives.	
To assess the nature of the threat to current U.S. national interests across the spectrum of conflict and evaluate various responses to those threats.	

Interagency exercise and some current joint education lessons as they unfold in the 1999-2000 academic calendar. Slight modifications to the Political- Military Interagency exercise allow the incorporation of Phase II learning objective shortfalls. This example of imbedding demonstrates the preservation of the preponderance of original course content, student preparation and study time, and other events while maintaining a rigorous and challenging academic schedule.²⁸ The "Tunisian Campaign" that both schools use as an overarching scenario can make its introduction to students during the political military interagency exercise. The imbedding of these learning objectives into the exercise significantly enhances joint educational opportunities as well as satisfies several Phase II requirements. The revised calendar shows a revised Political-Military interagency exercise schedule. See figure 14 on the next page.

²⁸The items that were removed from this revised schedule that appear on the original schedule are the Chief of Staff of the Army's visit which did not occur on the scheduled day and the Panel discussion on the current US strategic environment and its associated seminar time. The theater engagement plan block of instruction followed by the PMI exercise easily subsumes the subjects covered during the panel and accomplishes the same learning objectives. Approximately 3.5 hours of PSPT time is lost across this two week revised schedule. This is partially a misnomer because PSPT is scheduled concurrently with a research methods class in the original schedule so most students don't benefit from the PSPT time as currently listed anyway.

Figure 13. Current political Military Exercise and Joint Doctrine Calendar

<p>18</p> <p>Institutions of American Cold War Strategy - Domestic National Security Bureaucracy 0800-0915 (Lenczowski) 0930-1045 (Luddy) 1100-1130 IMS #12 (France) 1145-1315 Research Methods #8 1200-1630 PSPT</p>	<p>19</p> <p>0800-1100 Seminar (Domestic National Security Bureaucracy) 1115-1145 IMS #13 (Saudi Arabia) 1215-1330 CIA Workshop: "Intel & Policymaking" Mr. Dan Wagner (SECRET) (Optional) 1215-1630 PSPT</p>	<p>20</p> <p>0800-1630 PSPT</p>	<p>21</p> <p>0800-0915 UNAAF/UCP/JSPS 0930-1000 IMS #14 (Senegal) 1030-1630 PSPT</p>	<p>22</p> <p>0730-1200 Flu Shots 0800-0845 FA Time 0900-1015 Views of the CNO (Adm Johnson) 1030-1145 JROC & JWCA 1215-1630 PSPT SLOW ESSAY DUE BY COB</p>
<p>25</p> <p>0800-0915 Views of the Chief of Staff, USA (Gen Shinseki) (Ellis Hall) 0930-1100 Current Strategic Environment and US Response Panel: Beyoghlow, Farkas, Cigar 1115-1145 IMS #15 (Italy) 1230-1400 Research Methods #9 1245-1630 PSPT</p>	<p>26</p> <p>0800-1100 Seminar (Current Strategic Environment & U.S. Response) 1130-1630 PSPT 1145-1600 USA PERSCOM Brief & Individual Interviews (USA ONLY) 1900-2100 Commanding General's Reception (Uniform: Blue/White, Dress "B")</p>	<p>27</p> <p>0800-1700 PMI Exercise</p>	<p>28</p> <p>0800-1700 PMI Exercise</p>	<p>29</p> <p>0800-0830 OLOW Intro (Cann) 0845-1000 Chancellorsville to Gettysburg (McKenna) 1015-1215 Seminar: Gettysburg 1215-1230 RMA Survey for U.S. Students completed in Seminar 1300-1630 PSPT</p>

Figure 14. Revised Political-Military Exercise and Joint Doctrine Calendar

<p>18</p> <p>Institutions of American Cold War Strategy - Domestic National Security Bureaucracy 0800-0915 (Lenczowski) 0930-1045 (Luddy) 1100-1130 IMS #12 (France) 1145-1315 Research Methods #8 1200-1630 PSPT</p>	<p>19</p> <p>0800-1100 Seminar (Domestic National Security Bureaucracy) 1115-1145 IMS #13 (Saudi Arabia) 1215-1330 CIA Workshop: "Intel & Policymaking" Mr. Dan Wagner (SECRET) (Optional) 1215-1630 PSPT</p>	<p>20</p> <p>0800-1630 PSPT</p>	<p>21</p> <p><u>0800-0915 UNAAF/UCP</u> <u>0930-1100 CINCs and Theater Engagement Plans</u> <u>1115-1245 Interagency Working Group Process - Workshop</u> <u>1300-1630 PSPT</u></p>	<p>22</p> <p>0730-1200 Flu Shots <u>0800-0845 Seminar- Interagency Process/FA Time</u> 0900-1015 Views of the CNO <u>1030-1145 JSPS/JSCP</u> 1215-1630 PSPT SLOW ESSAY DUE BY COB</p>
<p>25</p> <p><u>0800-1000 Deliverate/Crisis Action Planning - JOPES/GCCS 1015-1200 Seminar - JOPES/GCCS and PMI Preparation -Materials Issue -Scenario brief</u> 1215-1245 IMS #15 (Italy) 1230-1400 Research Methods #9 1300-1630 PSPT</p>	<p>26</p> <p><u>0800-1700 PMI Exercise</u> 1145-1600 USA PERSCOM Brief & Individual Interviews (USA ONLY) 1900-2100 Commanding General's Reception (Uniform: Blue/White, Dress "B")</p>	<p>27</p> <p><u>0800-1700 PMI Exercise</u></p>	<p>28</p> <p><u>0800-1700 PMI Exercise</u></p>	<p>29</p> <p>0800-0830 OLOW Intro (Cann) 0845-1000 Chancellorsville to Gettysburg (McKenna) 1015-1215 Seminar: Gettysburg 1215-1230 RMA Survey for U.S. Students completed in Seminar <u>1300-1330 IMS #14 (Senegal)</u> 1345-1630 PSPT</p>

The changes depicted in figure 14 reflect approximately 7.25 hours of personal preparation and study time subsumed by joint topics and the Political-Military-Interagency exercise; however, the preponderance of the this time was dedicated to the Gettysburg seminar scheduled for the 29th. The structure of the revised Political-Military-Interagency exercise can accommodate some preparation time on day three of the exercise in order to give students adequate preparation time for the Gettysburg seminar.

The SLOW Political-Military Interagency exercise educational objectives can incorporate potential learning objective shortfalls listed in Figure 15. The suggested modifications to SLOW are potentially an excellent primer before moving into the Operational Level of War course. A thorough understanding of the strategic perspective will enhance operational situational awareness.

Figure 15. Potential Shortfalls imbedded into the Political-Military Interaction Exercise

PHASE II LEARNING OBJECTIVE SHORTFALLS IMBEDDED IN SLOW PMI		
LESSON	JCSOS LESSON TITLES AND LEARNING OBJECTIVES	HOURS
15	JSPS Learning Objectives: Comprehend the formal processes used to develop military strategy and allocate resources	3
23	JSCP Learning Objective: Analyze selected parts of a draft Joint Strategic Capabilities Plan	5
30	The CINC and Theater Engagement Nation Assistance Learning Objective: Comprehend the relationship among and effects of various nation assistance programs in military operations other than war	3
5	PURPLE DAWN & GCCS Intro Learning Objective: Comprehend the phases of Crisis Action Planning (CAP)	3
6	PURPLE DAWN CAP, Phase I-II (PE) Learning Objectives: 1) Comprehend joint staff organizational principles at the theater level 2) Comprehend an understanding of the interrelated elements of national military Strategy, the requirement to gain and maintain public support, and	4

	the major planning considerations for using military force 3) Apply crisis action planning procedures to evaluate an evolving situation 4) Comprehend CAP and joint reporting structure (JRS) procedures to direct responses to an evolving crisis scenario	
7	PURPLE DAWN CAP, Phase III (PE) Learning Objectives: 1) Comprehend joint staff organizational principles at the theater level 2) Apply crisis action planning procedures to evaluate an evolving situation 3) Comprehend CAP and Joint Reporting Structure (JRS) procedures to direct responses to an evolving crisis scenario	7
35	Exercise: PURPLE HOPE Learning Objectives: 1) Analyze the political agendas, goals, and actions of nations while participating in a Coalition 2) Apply the principles of JTF Command and Control to the relationships and activities Of governmental agencies, non-governmental agencies, and private volunteer Organizations that join multi-national task forces while conducting humanitarian operations	8
	TOTAL NUMBER OF SHORTFALL HOURS	33
Note: See Annex A Armed Forces Staff College Phase II Core Competencies		

The Operational Level of War (OLOW)

The Operational Level of War course is the first opportunity within the Command and Staff curriculum to hone in on joint operations and planning. However, the current construct and sequencing within the curriculum of OLOW does not efficiently facilitate learning Phase I or II learning objectives. Joint Task Force operations are arguably the essence of the operational level of war although a Joint Task Force may delve into the strategic and tactical levels of war. The Warfighting from the Sea course follows OLOW and continues to focus on the operational level of war through the prism of a Marine Expeditionary Force staff.

Obviously, OLOW complements the Warfighting from the Sea course. As described in chapter 3, OLOW uses historical case studies to attain its learning objectives. The centerpiece of the Warfighting from the Sea course is hands on application of operational level of war concepts. A recent point paper developed by one

member of the Command and Staff College faculty offered a perspective on the relationship between the OLOW and the Warfighting from the Sea course:

"The important question to ask is, how does one analyze the operational level of war when one has never been taught or has never experienced the operational level of war? A vast majority of our students have never worked at the operational level, yet we have required them to conduct analysis and synthesis before we have taught them the fundamentals of that level of war. This drastically differs from the first two courses, T&N and SLOW, whereby the student is initially taught at the lower levels of learning, gradually and ultimately brought to the higher levels of analysis and synthesis later in the course. In OLOW, students are immediately thrust into analysis and synthesis before they are presented with the basics."²⁹

The implications in this excerpt impart significant relevance to Joint Professional Military Education. The relationship between the OLOW and the Warfighting from the Sea course needs refinement before integration of Phase II learning objectives can be fully realized. Appendix C depicts an option for refinement.

Regardless of how the two courses are synchronized to complement one another, some of the Operational Level of War case studies should focus on Joint Task Force planning and operations. The current historical case studies provide excellent vehicles to study operations and campaigns. They do little to facilitate Phase I or II joint learning objectives although its educational objectives suggest that the course should (see figure 16). By using a combination of historical case studies and current case studies that better enable joint learning objectives, OLOW can better complement the Warfighting from the Sea course. An example is to replace the reduction of Rabaul case study (World War II) with an Operation "Allied Force" case study (Kosovo). This mix of older historical examples and more recent operations may provide students with a better fundamental

²⁹ LtCol J.F. Hemleben, USMC CSC Faculty, "*Proposal for OLOW*" Point Paper. February 2000.

**FIGURE 16. OPERATIONAL LEVEL OF WAR
EDUCATIONAL OBJECTIVES**

EDUCATIONAL OBJECTIVES. This course is guided by the Command and Staff College objectives and those stipulated in the CJCS Officer Professional Military Education Policy (OPMEP):
To analyze the operational level of war in relation to the strategic and tactical levels of war and the responsibilities of the operational commander. [JPME learning areas 1 & 3] [97 Special Areas of Emphasis 1 & 6].
To evaluate theory, doctrine, operational functions & concepts, and principles of the operational level of war through historical case studies. [JPME 2, 3, 4] [97 SAE 1].
To interpret service and joint doctrine as it relates to the systems, agencies, and command relationships involved in the conduct of operational planning and execution. [JPME 2, 4, 5] [97 SAE 1].
To evaluate the application of operational intelligence, fires, maneuver, command and control, protection, and logistics at the operational level of war. [JPME 1, 3, 5] [97 SAE 1,6].

knowledge of the operational level of war as well as the changing nature of war. This can potentially make the entire curriculum more efficient. It also expands the opportunity to imbed Phase II learning objectives into OLOW. Figure

17 displays 17.5 hours of Phase II learning objectives potentially covered in a revised OLOW.

Figure 17 . Phase II Learning Objective Shortfalls Imbedded into OLOW³⁰

PHASE II LEARNING OBJECTIVE SHORTFALLS IMBEDDED INTO OLOW		
LESSON	JCSOS LESSON TITLES	HOURS
45	Joint Logistics Support Phase II Learning Objectives: 1) Comprehend the responsibilities, organization and authority for logistics of the Joint Force Commander 2) Comprehend the impact of logistics on operations planning and execution	2.5
54	Flexible Deterrent Options Phase II Learning Objective: Apply adaptive planning to a new situation in a deliberate planning scenario	2
55	CINC's Strategic Concept Phase II Learning Objective: Comprehend the CINCs Strategic Concept and its relationship to the other steps in the concept development phase of deliberate planning	8
22	Joint Strategic Review 1) Comprehend how the Joint Strategy review process is used as input to the Joint Strategic Planning System 2) Apply the Joint Strategy review process to the USAFCOM area	5
	TOTAL NUMBER OF SHORTFALL HOURS	17.5
Note: See Appendix A Armed Forces Staff College Phase II Core Competencies		

³⁰The titles of these courses imply that they may better serve the Strategic level of War course. They are listed as Operational Level of War course potential shortfalls in the context of how these 17.5 hours may support the CINC's plan for conducting a notional Tunisian campaign. Integrating these lessons should take place vicinity introductory briefs on the Tunisian scenario take place. Additionally, MG Close, the Director of J7, addressed the JSR during Joint Doctrine period of instruction, which falls during the OLOW timeframe.

The specific sequencing of these lessons affects how well they could enhance the current curriculum. Given the assumption that OLOW will make some adjustments to complement the Warfighting from the Sea course, the lessons listed in figure 17 are actually better suited at the front end of the Warfighting from the Sea block. They provide an excellent start point because they build on the lessons from SLOW. An overarching scenario that involves Joint Task Force operations in Tunisia can continue to serve as the vehicle for enhancing learning objectives as students transition into lessons on operations at the Marine Expeditionary Force Level.

Warfighting from the Sea

The Warfighting from the Sea course is arguably the center of gravity for the Command and Staff College curriculum. The course design presently meets requirements for Marine officer core competencies and introduces students to the senior leader themes described earlier. Integrating Phase II learning objectives into the current Warfighting from the Sea can only enhance officer knowledge of all Joint Professional Military Education learning objectives. The ten-block structure can remain intact however; minor modifications to specific blocks will facilitate imbedding Phase II learning objectives.

The first Warfighting from the Sea block that requires modification is the Marine Corps Planning Process block. That block currently demonstrates the linkage between the Marine Corps Planning Process and the Joint Operational Planning and Execution System and Joint Task Force planning processes. The processes are deliberately similar in order to facilitate Marine planning in a joint environment. The learning objective shortfalls matrix in figure 18 displays learning objectives potentially needing coverage during the Marine Corps Planning Process block. This block of instruction accounts for 44.5 hours of the 183 potential shortfall hours discussed earlier on page 43. The instructional methodology employs lectures, guest speakers, seminars, and workshops to impart potentially the most critical block of instruction during the year. The Marine Corps Planning Process currently covers all but two of the Phase II learning objectives listed in figure 18, albeit through a Marine Corps Planning Process prism.

Figure 18. Phase II Potential Learning Objective Shortfalls in WFTS/MCPP

PHASE II LEARNING OBJECTIVE SHORTFALLS IMBEDDED IN WFTS/MCPP		
LESSON	JCSOS LESSON TITLES	HOURS
42	Deliberate Planning Overview Learning Objective: Comprehend the Deliberate Planning Process introduced in JPME I	1
43	Joint C4I Integration and GCCS Planning Tools Learning Objectives: 1) Comprehend the major C4I responsibilities associated with the combatant and joint task force commanders, especially as these relate to joint planning and execution at the combatant level 2) Understand the organizational relationships and structural limitations of joint C4I 3) Analyze the relationship between C4I issues, lessons learned from recent operations and operational art concepts such as anticipation, timing, and tempo	3.5
45	Area Briefing and Battlespace Preparation Learning Objectives: 1) Comprehend the responsibilities, organization and authority for logistics of the Joint Force Commander 2) Comprehend the impact of logistics on operations planning and execution	2
47	Mission Analysis and Commander's Intent Learning Objective: Evaluate the application of force synchronization in operational planning	1
48	Assumptions and EEI Learning Objective: Apply the mission analysis portion of the deliberate planning process to the Tunisian scenario	2
50	Multinational Course of Action Development Learning Objectives: 1) Comprehend COA development steps in the planning guidance phase 2) Apply development principles to develop several new courses of action for the existing coalition	8
51	Staff Estimates Learning Objective: Apply the staff estimate process to determine supportability of courses of action	18
52	Commander's Estimate: Wargaming Learning Objectives: 1) Apply the products of the mission analysis and the commander's planning guidance to Develop course of action war gaming skills 2) Apply understanding to development criteria for the execution of planned branches and sequels	5
53	Commander's Estimate: Decision Learning Objectives: 1) Analyze friendly courses of action 2) Apply commander's estimate comparison process in a deliberate planning situation	4
TOTAL NUMBER OF SHORTFALL HOURS		44.5
Note: See Annex A for Armed Forces Staff College Phase II Core Competencies		

Therefore, the real or actual shortfall is 11.5 hours not the theoretical 44.5 potential shortfall hours. Joint C4I Integration and Global Command and Control Systems Planning Tools and Multi-National Courses of Action require some emphasis. The final exercise can easily place the required emphasis on these areas. Moreover, students are conducting the Marine Corps Planning Process through several practical application exercises. The combined effect of five major practical application exercises to include Defense, Offense, Amphibious Operations, and the final exercise Open Access produces students well grounded in Marine Officer Core Competencies, operational planning, and well versed in the senior leader themes previously mentioned.

Electives

The Command and Staff College and the Joint Combined Officer Staff School offer electives and focused studies respectively during their respective courses. The purpose of the electives and focused studies is to round the educational experiences of each student. Each school maintains maximum flexibility in designing these courses. The design of the electives can potentially enhance Phase II joint learning areas. This is something the Command and Staff College should consider if directed to integrate Phase II Joint Professional Military Education. Figure 19 depicts the Command and Staff electives offered during academic year 1999-2000. Figure 20 displays focused

studies (think “mini” courses) offered by the Joint Combined Staff Officer School in recent years. The purpose of showing the electives and studies offered by the two schools is to illustrate the inherent latitude that course

Figure 19. USMC CSC Electives AY 99-00

1	Non-Lethal Weapons
2	Weapons of Mass Destruction
3	American Indian Wars
4	Evolution of Small Wars
5	The Middle East for the Commander
6	The Vietnam War
7	Joint Warfighting
8	Critical Periods in American History
9	The American Civil War
10	Ethnic Conflict and International Relations
11	Challenges to US interests in Northeast Asia
12	Generalship and the Art of Command
13	The Causes of War and Peace
14	The American Revolution: America’s War for Independence
15	The Rise and Fall of Athens: Thucydides, Herotodus, Plutarch
16	Intelligence and the Military

Figure 20. JCSOS Focused Studies Offered in Recent Years

JCSOS FOCUSED* STUDIES OFFERED IN RECENT YEARS

1	USEUCOM Regional Studies	19	Joint Logistics
2	USCENTCOM Regional Studies	20	Military Cultures and the Challenge for Leadership
3	USPACOM Regional Studies	21	CINCs Want More – Security Assistance, an Overview
4	USSPACECOM and Future Conflict	22	Joint Targeting
5	USTRANSCOM Defense Transportation System	23	Ethics and Situations in the Joint Environment
6	USSTRATCOM and Nuclear Deterrence	24	Information Superiority Studies
7	IJSACOM Regional Studies	25	War in the 21 st Century
8	USSOCOM Issues	26	Public Communications: Psychological
9	US Southern Command and the Latin American	27	Operations and Media Relations
10	NATO, The Combined Command and Issues	28	Joint Air Operations
11	Command and Control of U.S. Forces: The Heart of the Art	29	The Interagency Process
12	Strategic Paradigms and Operational Consequences	30	Crisis Action Planning and Procedures: Recent
13	Low Intensity Conflict, Old War/New War	31	Lessons in Operational Warfighting
14	The CINCs’ Commands: Overview of the Nine CINC Issues	32	Russia: the Road to Transformation
15	China and Pacific Security	33	Joint Operation Planning and Execution System
16	The Proliferation of Conventional Weapons	34	Joint Information Operations (IO) Studies
17	Joint Reconnaissance & Surveillance	35	Upholding Democracy: the JFC’s Operational Toolbox for Haiti
18	Critical Command Decisions		

* JCSOS Focused Studies are analogous to the USMC CSC electives (courses).

designers have and to show the potential that the courses have to relate studies to Joint Professional Military Education. The Art of Command also possesses the same flexibility and potential.

The Art of Command Course

The Art of Command course has several similarities to some courses within the Joint Combined Officer Staff School. For example, Art of Command hosts a symposium on Desert Storm. In AY 1999-2000, the symposium consisted of all the USCENTCOM component commanders during Operations Desert Shield/Storm. The educational objectives of the symposium centered on offering students an opportunity to gain insight from, and participate in, a dialogue with senior leaders. The Joint Combined Officer Staff School conducts a senior leader round table discussion that offers the same opportunities with essentially the same learning objectives. Given this, Art of Command can maintain its current construct and effectively address Phase II core competencies and learning objectives.

Final Exercise “Open Access”

The final exercise, “Open Access”, is the capstone event of the academic year. This exercise demonstrates whether students gleaned enough information to make them as well grounded and versed as previously stated. The current final exercise flow entails

Joint and Multi-National Task Force campaign planning. The overall objectives are to write the necessary supporting plans; plan for the conduct of expeditionary and Joint/Combined Task Force operations; plan for sustained operations; and solve operational planning problems through future operations planning.³¹ This capstone exercise is very similar to the Joint Combined Staff Officer School's final exercise, "Purple Sunset". Figure 21 provides the Phase II potential learning objective shortfalls for Open Access. These learning objectives are easy to implement since the course already realizes them. It realizes them through the intended educational objectives and is currently under revision to enhance joint educational objectives even more (see figure 22). In order for the course to fulfill its obligation from a Phase II learning objective perspective, course designers need to provide all students with exposure to key billets and responsibilities.

Figure 21. Phase II Potential Learning Objectives Shortfalls Imbedded into Open Access

PHASE II LEARNING OBJECTIVE SHORTFALLS IMBEDDED INTO "OPEN ACCESS"		
LESSON	JCSOS LESSON TITLES	HOURS
45	Joint Logistics Support Learning objectives: 1) Comprehend the responsibilities, organization and authority for logistics of the Joint Force Commander 2) Comprehend the impact of logistics on operations planning and execution	2.5
46	Area Briefing and Battlespace Preparation Learning objectives: 1) Analyze the political, geographical, economic, social, religious, environmental and military conditions in a potential joint operations area (JOA) 2) Analyze enemy capabilities and limitations, and determine possible threats to US interests within a potential JOA 3) Analyze the joint operations area for planning factors that could influence the deliberate planning effort	2
47	Joint Force Capabilities and Synchronization Exercise PURPLE FIRE Learning objective: Evaluate the application of force synchronization in operational planning	4

³¹

Command and Staff College: "Warfighting from the Sea Faculty Guide," 1.

48	Mission Analysis and Commander's Intent Learning objective: Apply the mission analysis portion of the deliberate planning process to the Tunisian scenario	1
49	Assumptions and EEI Learning objectives: 3) Analyze events and decisions from a historical military operation through application Of principles for making valid assumptions in the planning guidance step of concept development in deliberate planning 4) Apply understanding of the planning guidance step of concept development to a New situation in the USAFCOM deliberate planning scenario 5) Apply understanding of the situation and enemy capabilities to determine how threat in an area of operations affects the deliberate planning process	2
50	Multinational Course of Action Development Learning objectives: 3) Comprehend COA development steps in the planning guidance phase 4) Apply development principles to develop several new courses of action for the existing coalition	8
51	Staff Estimates Learning objective: Apply the staff estimate process to determine supportability of courses of action	18
52	Commander's Estimate: Wargaming Learning objectives: 2) Apply the products of the mission analysis and the commander's planning guidance to Develop course of action war gaming skills 1) Apply understanding to development criteria for the execution of planned branches and sequels	5
53	Commander's Estimate: Decision Learning objectives: 3) Analyze friendly courses of action 4) Apply commander's estimate comparison process in a deliberate planning situation	4
54	Flexible Deterrent Options Learning objective: Apply adaptive planning to a new situation in a deliberate planning scenario	2
55	CINC's Strategic Concept Learning objective: Comprehend the CINCs Strategic Concept and its relationship to the other steps in the concept development phase of deliberate planning	8
56	Tunisian Situation Dev CAP #1 Exercise PURPLE MISSILE AND PURPLE CLOUD Learning objectives: 3) Analyze the impact of a new ballistic missile threat within the region. Also analyze the possibility that WMD may be couple to the new missile 4) Comprehend the services' requirements and capabilities for operating in an NBCE 5) Comprehend the CINCs Operational and Strategic responsibilities for NBC Defense 4) Assess the impact of the threats increased combat power within the region and analyze The impacts of this added capability on the CONPLAN being developed	1
57	Wargaming COA Reassessment EX PRP MISSILE/CLOUD Learning objectives: Apply the Joint Theater Missile defense Doctrine and discussion from lesson 56 to the 6) USAFCOM Tunisian CONPLAN 7) Comprehend the services' requirements and capabilities for operating in NBCE 3) Comprehend the CINC's operational and Strategic responsibilities for NBC Defense	3
58	CJCS Concept Review Learning objective: Comprehend the CJCS Concept review Process	1

67	Purple Sunset CAP Phases I-II Situation Development and Crisis Assessment Learning objectives: 8) Apply crisis action planning procedures an Evolving crisis 9) Apply missions roles, capabilities, and limitations of forces using JOPES to assist in Determining appropriate crisis response	4
68	Exercise PURPLE NEO Learning objective: Apply crisis action planning procedures to report and respond to an Evolving crisis	2
69	PURPLE Sunset: Transition from CINC to CJTF: The Deployable Joint Task Force Augmentation Cell (DJTFAC) Learning objectives: 10) Comprehend the organization, roles, and responsibilities of the DJTFAC 11) Apply organizational techniques and concepts of the DJTFAC during a joint planning exercise	2
70	Crisis Action Planning Review and Historical Analysis Learning objectives: 12) Understand the basic concepts and primary products of crisis action planning 13) Analyze the effectiveness of responses in past time sensitive crises 14) Appreciate the value of CAP in time sensitive crises 4) Comprehend low intensity conflict security issues and their relation to CAP	3
71	Purple Sunset-COA Development and Selection CAP Phases III-IV Learning objectives: Apply principles of CAP and the procedures of CAP phase III to Crisis	8
72	Execution Issue: Force Protection Learning objectives: 15) Comprehend force protection issues which effect Joint task Force planning 16) Apply the IPB approach to force protection against a threat to AFCOM forces in Tunisia	2
73	Execution Issue: Joint Targeting Learning objectives: 17) Comprehend terminology and methodology of joint targeting 18) Apply targeting functions and responsibilities of an actual Joint targeting Coordination Board (JTCB) to support the JFC in the Tunisian scenario	2
74	Execution Issue: Battlefield Geometry Learning objective: Comprehend a joint operations area and how it is used by the JFC in battlespace management	2
75	Execution Issue: Rules of Engagement Learning objectives: 19) Comprehend the basic concepts and terms associated with ROE 20) Analyze the various constraints and restraints that operational commanders will Consider when compiling ROE	2
76	Execution Issue: Boards, Centers, and Other Agencies Learning objectives: Analyze the various boards, centers, and other agencies and determine which ones a JTF would require to plan and conduct multinational operations	2
77	Purple Sunset – CAP Phase V Execution and Employment Planning Learning objectives: 21) Apply the procedure of JOPES Phase V in developing and OPORD 22) Apply force employment options for the JTF 5) Apply the force, support, and transportation planning steps from deliberate planning While using JFAST during execution planning	12

78	Purple Sunset - CAP Phase VI OPORD Execution Learning objectives: 1) Apply joint staff concepts, principles, and procedures at the JTF level to simulate a Contingency operation 2) Apply knowledge of joint and service doctrine to the exercise 3) Analyze the requirements for war termination on terms favorable for the coalition forces	20
	TOTAL LEARNING OBJECTIVE SHORTFALL HOURS	53

The Marine Corps Command and Staff College can culminate its year with a joint capstone exercise that inculcates and further exposes students to joint learning objectives and service competencies and validates student mastery of them.

Figure 22. Final Exercise "Open Access" Learning Objectives

FINAL EXERCISE "OPEN ACCESS" EDUCATIONAL OBJECTIVES
Comprehend the considerations and demonstrate the ability to plan for the employment of joint and multinational forces at the operational level of war. (JPME 1a-e; 2a, c; 3a-c; 4b-e; 5b-c)
Demonstrate the ability to plan for and evaluate deployment, employment, sustainment and redeployment of joint forces to, within and from an area of operations. (JPME 1a, d-e; 2a-d; 4b-e; 5b-c)
Examine the function, role, capabilities and limitations of intelligence in support of JTF and MEF planning. (JPME 1a; 2b; 3a, c; 4b, d; 5b-d)
Analyze how different command relationships influence the JTF's warfighting capability. (JPME 1b-d; 2a-b, d; 3e; 4b; 5b-c)
Analyze the JTF and MEF information requirements, and explain how these requirements are satisfied by C2 systems. (JPME 1a; 2b; 3a-c, e; 4b-c; 5b-d)
Evaluate the requirement for shaping operations in support of the employment of a joint force. (JPME 1a; 2c; 3a, c, e)
Demonstrate the ability to plan a forced entry operation in support of the JTF campaign plan. (JPME 1a: 2a c: 3a. c)
Explore the role of Information Operations as a force multiplier for a JTF. (JPME 1 a; 2 a-d; 4 d; 5b-d)
Discuss the considerations for operational protection of joint forces. (JPME 1 a; 2a, c; 3a, c)
Evaluate how objectives, principles and characteristics of Military Operations Other Than War (MOOTW) need to be integrated into the JTF's planning. (JPME 1 a, e; 2 a-c; 3 a, c; 5 d)
Demonstrate the ability to conduct parallel and concurrent planning within a JTF. (JPME 1e; 2c; 3a, c; 4e; 5b-c)

CHAPTER 6

Summary

The following recommendations will enable the Marine Corps Command and Staff College to successfully integrate Phase II Joint Professional Military Education learning objectives into the current Command and Staff College curriculum: (1) Begin laying the foundation for joint education much earlier in the academic year. Relate it to current instruction; however, insure that the relationship to future instruction is clear. Students naturally focus on that which the faculty emphasizes. (2) Apply greater emphasis on the role that regional combatant commanders and service chiefs play in supporting national strategy. These roles assist in defining who and what the Marine Corps is. The successes and failures of the military dimensions of national strategy and military national power provide the foundation for military operations. (3) Hence, refine the role of the Strategic Level of War course. It is potentially the most important course for setting stage for the Warfighting from the Sea course, which is the center of gravity of the Command and Staff College curriculum. (4) Merge the Operational Level of War course into the Warfighting from the Sea course. OLOW can retain autonomy as a separate course; however, OLOW operational case studies need re-sequencing to complement specific Warfighting from the Sea blocks of instruction. (5) Expand the scope of the final exercise, "Open Access". Provide all of the necessary tools for students to employ both the Marine Corps Planning Process and Joint Task Force Planning procedures. This will enable students to better manipulate Time Phased Force

Deployment Data, Organize a Joint Task Force organization, understand crisis action planning, and become well grounded in service core competencies.

The Joint Professional Military Education Study Group chartered by Admiral Blair discovered something that should alarm professional military educators. Senior leaders throughout the Department of Defense revealed to them that the Joint Professional Military Education system should but does not produce officers that are knowledgeable in service core competencies, have an understanding of crisis action planning in a Joint task Force Headquarters, can affect Time Phased Force Deployment Data, and understand how to stand up and organize a Joint Task Force Headquarters. If their assessments/judgments are valid, the implication is then clear: our current system is not meeting these four requirements as well as it should and begs for a solution that is sound, efficient, and quickly employable.

This research paper has attempted to provide the Marine Corps Command and Staff College with a course of action designed to meet the demands of senior leaders of our armed forces. Combine Marine Corps University's accredited degree granting status for a Masters in Military Science with a curriculum that successfully teaches JPME Phase I and II learning objectives and the output becomes a professional mid-grade officer capable of dispelling the perceptions listed by Admiral Blair's study group. Through the process of imbedding, Phase I learning objectives will complement Phase II learning objectives rather than be isolated from each other. Isolating the two from each other is counter-productive. By combining these objectives, we maximize the efficiency of existing curriculum hours and organization and takes advantage of available resources.

It allows the Marine Corps to do it in a way that preserves Marine officer core competencies.

The proposed course of action is by no means the only option; however, if the intent is to maximize throughput while improving the quality of output of Joint Professional Military Education, this course of action is a way to do both. Allowing the Marine Corps Command and Staff College to imbed Phase II learning objectives within its current curriculum should also enable it to meet the intent of the Goldwater-Nichols Defense Reorganization Act and the Skelton Report and also gain and maintain accreditation by the Chairman, Joint Chiefs of Staff.

Appendix A

AFSC JOINT LEARNING OBJECTIVES

Overview: AFSC is a JPME institution composed of three unique schools and a refresher course: the Joint and Combined Staff Officer School (JCSOS); the Joint and Combined Warfighting School (JCWS); the Joint Command, Control, and Information Warfare School (JCIWS); and the Joint Transition Course. JCSOS and JCWS offer PJE Phase II at the intermediate and senior levels, respectively, for officers expected to be nominated for joint specialty assignments. JCIWS prepares officers and civilians in the specialized fields of joint command, control, communications, computers, and intelligence (C4I) and joint information warfare (IW). The Joint Transition Course offers a brief refresher course for officers entering PJE Phase II on direct entry waivers. The Joint Transition Course is not addressed further in the instruction.

Upon arrival, students should be knowledgeable of the roles and functions of their respective Services. They should have a working knowledge of employment and sustainment requirements, including capabilities and limitations, for warfighting within their own Service. Students should have a knowledge level of understanding of joint organizations, the Joint Strategic Planning System, and the Joint Operation Planning and Execution System.

Mission. “The mission of AFSC is to educate staff officers and other leaders in joint operational planning and warfighting in order to instill a primary commitment to joint and multinational combined teamwork, attitudes, and perspective.”

AFSC instructs students on the integrated strategic deployment, employment, sustainment, conflict termination, and redeployment of joint forces. The college accomplishes this through exercises and case studies in a joint seminar environment. Joint education at AFSC occurs as a result of mutual understanding and rapport that develops when students from all Services share and challenge the ideas, values, and traditions of their Services and solve joint military problems together.

The objective of the Phase II program at AFSC is to build on the foundation established at the PJE Phase I institutions. In addition, the intense faculty and student interaction in the fully joint environment of the AFSC campus cements professional joint attitudes and perspectives essential to future successful military operations.

JCSOS conducts PJE Phase II, which completes the process of joint education for both intermediate- and senior-level officers who are expected to be designated as JSOs. In addition, JCSOS conducts two short exportable courses that offer an introduction to joint planning: Joint Planning Orientation Course and Flag and General Officer Seminar on Joint Planning.”

“JCIWS focuses on educating officers in joint C4I and joint IW matters. In addition to conducting two courses in these areas, JCIWS also provides one short exportable course: the Joint Information Warfare Orientation Course.

Learning Objectives:

1. Apply the National Security Strategy and National Military Strategy to the development of theater strategy and the coordination of joint, unified, interagency, and multinational resources during strategy execution.
2. Apply joint and multinational principles and lessons learned from past operations and campaigns in employing joint and multinational forces throughout the range of military operations.
3. Apply current joint organizational principles to design command relationships for combatant commands and joint and multinational task forces.
4. Apply techniques and procedures for integrating battlespace functions, processes, and components supporting joint, unified, and multinational forces.
5. Apply the processes and principles of joint planning systems that facilitate joint and multinational operations to current and potential future scenarios.
6. Apply appropriate problem-solving techniques using current joint planning technology, modeling, simulation, and wargaming to accomplish functional synchronization, concept, force, support, and transportation planning and assessment.
7. Apply campaign planning principles and the functional areas direction contained in the Universal Joint Task List (UJTL) to create and brief joint and multinational operation plans and operation orders.
8. Comprehend the roles that information operations (IO), information warfare (IW), and command, control, communications, computers, and intelligence (C4I) play in joint operations, either as the main effort or as a supporting function.
9. Demonstrate a thoroughly joint perspective and value the increased power available to commanders through joint and combined efforts and teamwork.
10. Apply the concepts of risk management during deliberate and crisis action planning for joint and multinational operations.
11. Analyze and apply operational force protection measures during planning for joint and multinational operations.

Appendix B

SERVICE ILC JOINT LEARNING AREAS AND OBJECTIVES

1. Overview. The curricula focus of the Service ILCs is warfighting within the context of operational art.
2. Mission. The joint mission of the Service ILCs is to expand student understanding, from a Service component perspective, of joint force employment at the operational and tactical levels of war.

Learning Area 1. National Military Capabilities and Command Structure. Students will learn the capabilities and limitations of US military forces across the range of military operations. Command relationships, force development and organization, and the concepts of deployment, employment, sustainment, and redeployment are examined. The following learning objectives further describe this area.

1. Comprehend the capabilities and limitations of US military forces.
2. Explain the organizational framework within which joint forces are employed.
3. Explain the purpose, roles, functions, and relationships of the National Command Authorities (NCA), National Security Council (NSC), Chairman of the Joint Chiefs of Staff, combatant commanders, Service Chiefs, Joint Force Commanders (JFCs), and Combat Support Organizations.
4. Summarize how joint force command relationships and directive authority for logistics support joint warfighting capabilities.
5. Comprehend how the US military is organized to plan, execute, sustain, and train for joint and multinational operations.

Learning Area 2. Joint Doctrine. Students review appropriate current Service and joint doctrine and examine factors influencing the development of joint doctrine. Students formulate solutions to operational problems with particular attention to issues where doctrines differ. The following learning objectives further describe this area.

1. Comprehend current joint doctrine.
2. Give examples of the factors influencing joint doctrine.

3. Formulate and defend solutions to operational problems using current joint doctrine.
4. Summarize the relationship between Service doctrine and joint doctrine.

Learning Area 3. Joint and Multinational Forces at the Operational Level of War.

Students will gain a basic knowledge of joint and multinational force employment at the operational level of war. This area introduces campaign planning and the linkage of campaign plans to attainment of national objectives. The following learning objectives further describe this area.

1. Summarize the considerations of employing joint and multinational forces at the operational level of war.
2. Explain how theory and principles of war apply at the operational level of war.
3. Develop an ability to plan for employment of joint forces at the operational level of war.
4. Comprehend the relationships among national objectives, military objectives, and conflict termination, as illustrated by previous wars, campaigns, and operations.
5. Comprehend the relationships among the strategic, operational, and tactical levels of war.

Learning Area 4. Joint Planning and Execution Processes. Students will understand how the various components of the joint planning and execution processes support force functioning at the operational level of war. The following learning objectives further describe this area.

1. Through the framework provided by joint planning processes, explain the relationship between national objectives and means availability.
2. Comprehend the effect of time, coordination, policy changes, and political development on the planning process.
3. Explain how the defense planning systems affect joint operational planning.
4. Comprehend how national, joint, and Service intelligence organizations support JFCs.
5. Comprehend the fundamentals of campaign planning.
6. Comprehend how force protection ensures military activities are protected commensurate with the threat.

7. Understand the role of risk management in the planning and execution of military operations at the tactical and operational levels of war.

Learning Area 5. Systems Integration At The Operational Level Of War. Students will know of the systems and understand the processes supporting 21st century battlespace and how they are integrated to achieve operational-level joint force missions. The following learning objectives further describe this area.

1. Comprehend the relationship between the concepts of the Revolution in Military Affairs (RMA) and the Military Technological Revolution (MTR).
2. Understand how command, control, communications, computers, intelligence, surveillance, and reconnaissance (C4ISR) systems apply at all levels of war.
3. Comprehend how joint and Service systems are integrated at the operational level of war.
4. Understand that opportunities and vulnerabilities are created by increased reliance on technology throughout the range of military operations.

Appendix C

The following calendars reflect AY 1999-2000 and a proposed future calendar that depicts changes recommended throughout the paper. The calendars are organized to reflect a month from AY 1999-2000 followed by the corresponding proposed revision of the same month. The months of September, April, and May are excluded because there are no recommended changes to these months. A couple assumptions were made when developing the proposed changes. First, the Operational level of War course would need to be re-sequenced in a way to better complement the Warfighting from the Sea course. Second, the joint courses offered during the year would need to be sequenced in a way to facilitate the integration of Phase II JPME learning objectives. Changes on the revised calendars are bolded, italicized, and underlined. These changes may reflect moved, added, or deleted items from the original calendars.

August 1999 (3 Sep 99)

Mon	Tue	Wed	Thu	Fri
2	3	4	5	6
Faculty Workshop Week (4 Aug = Chancellorsville Staff Ride) - CSC Room 215				
STUDENT ORIENTATION PROGRAMS: IMS (Breckinridge Aud & Conference Rooms) / USAF (Conference Room) / USN, USCG & Civilians (Room				
OTHER ACTIVITIES: MCU Student Check-in (Ellis Hall) / SACS Accreditation Visit (MCRC Thomas Rooms)				
9 0800-0915 Dir, Welcome Aboard 1000-1100 Convocation 1100-1230 Lunch 1230-1400 English Evaluation 1415-1630 FA Time	10 0800-0930 ADP/Admin-Sec Briefs 0945-1015 Curriculum Brief (Dean) 1015-1100 Dean of Students & IMS Introductions 1100-1130 T&N Intro (Harmon) 1130-1200 AOC Intro (Fenstermacher) 1200-1300 Lunch 1300-1400 Views of Pres, MCU 1415-1630 FA Time	11 0800-0915 T&N Keynote Address (Dr. Murray) 0930-1130 Seminar 1200-1630 PSPT Theory & Nature of War 11 Aug - 21 Sep	12 WAR IN EARLY MODERN ERA 0800-0915 War & Emergence of the State (Klinger) 0930-1045 From Limited to National War (Rudd) 1115-1630 PSPT	13 0800-1100 Seminar 1130-1630 PSPT
16 MILITARY THEORISTS OF THE WEST 0800-0915 Clausewitz (Bassford) 0930-1045 Jomini (Shy) 1100-1130 MMS Brief 1200-1630 PSPT	17 0800-1100 Seminar 1130-1630 PSPT 1230-1530 English/ESL	18 0800-1630 PSPT 1300-1600 Spouses' Day	19 AMERICAN WAY OF WAR 0800-0850 American Way of War (Matthews) 0900-0950 Civil War (McKenna) 1000-1045 Joint Q&A 1045-1230 IPF/Lunch 1230-1430 Seminar 1430-1630 PSPT	20 0700-1700 Chancellorsville Staff Ride Art of Command I
23 WORLD WAR I 0800-0915 The Character of WWI (Showalter) 0930-1045 Innovation or RMA? (Meyer) 1100-1200 Counterespionage Brief (SA Greg McKamey, NCIS) 1215-1315 LOG Officers' Meeting 1230-1630 PSPT	24 0800-1100 Seminar 1130-1630 PSPT 1230-1530 English/ESL	25 0800-1630 PSPT	26 NAVAL THEORISTS 0800-0915 Mahan (Brooks) 0930-1045 Corbett (Jacobsen) 1100-1130 SAW Brief 1145-1300 USMC Promotion Boards Brief (Optional) – Maj Petit 1200-1630 PSPT 1230-1530 ESL	27 0800-0900 PSPT 0900-1200 Seminar 1230-1630 Sports' Day
30 AMPHIBIOUS AND AIR WAR CONCEPTS 0800-0915 USMC: Competing Visions, 1919-1945 (Hoffman) 0930-1100 Research Methods #1 1130-1630 PSPT	31 0800-1100 Seminar - Amphib & Air 1130-1630 PSPT 1130-1430 English			

August 1999 (3 Sep 99)

REVISED

Mon	Tue	Wed	Thu	Fri
2	3	4	5	6
Faculty Workshop Week (4 Aug = Chancellorsville Staff Ride) - CSC Room 215				
STUDENT ORIENTATION PROGRAMS: IMS (Breckinridge Aud & Conference Rooms) / USAF (Conference Room) / USN, USCG & Civilians (Room				
OTHER ACTIVITIES: MCU Student Check-in (Ellis Hall) / SACS Accreditation Visit (MCRC Thomas Rooms)				
9	10	11	12	13
0800-0915 Dir, Welcome Aboard 1000-1100 Convocation 1100-1230 Lunch 1230-1400 English Evaluation 1415-1630 FA Time	0800-0930 ADP/Admin-Sec Briefs 0945-1015 Curriculum Brief (Dean) 1015-1100 Dean of Students & IMS Introductions 1100-1130 T&N Intro (Harmon) 1130-1200 AOC Intro (Fenstermacher) 1200-1300 Lunch 1300-1400 Views of Pres, MCU 1415-1630 FA Time	0800-0915 T&N Keynote Address (Dr. Murray) 0930-1130 Seminar 1200-1630 PSPT	WAR IN EARLY MODERN ERA 0800-0915 War & Emergence of the State (Klinger) 0930-1045 From Limited to National War (Rudd) 1115-1630 PSPT	<u>0800-0900 US Military Establishment</u> 0915-1100 Seminar 1130-1630 PSPT
16	17	18	19	20
MILITARY THEORISTS OF THE WEST 0800-0915 Clausewitz (Bassford) 0930-1045 Jomini (Shy) 1100-1130 MMS Brief 1200-1630 PSPT	0800-1100 Seminar 1130-1630 PSPT 1230-1530 English/ESL	0800-1630 PSPT 1300-1600 Spouses' Day <div>Theory & Nature of War 11 Aug - 21 Sep</div>	AMERICAN WAY OF WAR 0800-0850 American Way of War (Matthews) 0900-0950 Civil War (McKenna) 1000-1045 Joint Q&A 1045-1230 IPF/Lunch 1230-1430 Seminar 1430-1630 PSPT	0700-1700 Chancellorsville Staff Ride <div>Art of Command I</div>
23	24	25	26	27
WORLD WAR I 0800-0915 The Character of WWI (Showalter) 0930-1045 Innovation or RMA? (Meyer) 1100-1200 Counterespionage Brief (SA Greg McKamey, NCIS) 1215-1315 LOG Officers' Meeting 1230-1630 PSPT	<u>0800-0900 Intro to Joint Duty and JPME</u> <u>0915-1115 Seminar</u> <u>1130-1200 SAW Brief</u> 1230-1630 PSPT 1145-1300 USMC Promotion Boards Brief (Optional) – Maj Petit 1230-1530 English/ESL	0800-1630 PSPT	NAVAL THEORISTS 0800-0915 Mahan (Brooks) 0930-1045 Corbett (Jacobsen) <u>1100-1215 Evolution of Joint Warfare</u> 1200-1630 PSPT	<u>0800-0945-Seminar-Naval Theorists</u> <u>1000-1145 Seminar-Evolution of Joint Warfare</u> 1230-1630 Sports' Day
30	31			
AMPHIBIOUS AND AIR WAR CONCEPTS 0800-0915 USMC: Competing Visions, 1919-1945 (Hoffman) 0930-1100 Research Methods #1 1130-1630 PSPT	0800-1100 Seminar - Amphib & Air 1130-1630 PSPT 1130-1430 English			

September 1999 (16 Sep 99)

Mon	Tue	Wed	Thu	Fri
		1 0800-1630 PSPT 0800-1100 ESL (Last Class)	2 WORLD WAR II 0800-0915 Blitzkrieg: RMA? (DiNardo) 0930-1045 Global War (Spector) 1100-1130 IMS #1 (UK) (Analytical Paper due 0800 today)	3 0800-1100 Seminar 1130-1630 PSPT
6 LABOR DAY HOLIDAY	7 NUCLEAR WAR THEORY 0800-0915 Policy & Strategy (Anderson) 0930-1230 English 0945-1630 PSPT	8 0745-0915 CINCSTRATCOM (Adm Mies) (SECRET) 0930-1115 Seminar 1130-1230 Research Methods #2 1145-1630 PSPT 1245-1400 CIA Workshop (SECRET) (MajGen John Landry, USA, Ret.) Optional	9 MIL THEORISTS OF THE EAST 0800-0850 Sun Tzu (Cann) 0900-0945 Mao & Revolutionary War (Harmon) 1000-1130 CINCUSCENTCOM (Gen Zinni) 1145-1215 IMS #2 (Canada) 1245-1630 PSPT	10 0800-1100 Seminar 1115-1145 IMS #3 (Australia) 1145-1300 IPF/Lunch 1300-1500 CMC 1500-1630 PSPT (MMS APPLICATIONS DUE BY COB TODAY.)
13 FUTURE WAR: TWO PERSPECTIVES 0800-0915 (Millett) 0930-1045 (Peters) 1100-1130 IMS #4 (Singapore) 1200-1630 PSPT 1230-1400 Research Methods #3 1415-1545 MMOA Brief - Optional (Maj Ruocco, 4-9284)	14 0800-0930 Seminar: Future War THUCYDIDES 1000-1045 Thucydides' Geography (Robbins) – Voluntary Attendance 1100-1215 Thucydides I (Strauss) 1215-1330 - SAAS Brief for USAF Students – Rm 235	15 0800-1630 PSPT (USAF Detailers' Visit)	16 0800-1000 Seminar (Thucydides I) 1015-1130 Thucydides II (Bernstein) 1200-1630 PSPT 1200-1500 English Schedule Cancelled due to Hurricane MCB Quantico Closed	17 0800-1100 Seminar (Thucydides I&II) 1115-1145 IMS #5 (Norway) 1200-1215 USAF Birthday 1245-1630 PSPT 1330- CG#2 Loop-Challenge Run (Dr. Matthews)
20 0800-1000 Seminar (Thucydides III) 1000-1100 T&N Review w/Faculty Advisors (Optional) 1130-1630 PSPT	21 0800-1200 T&N Exam 1230-1630 PSPT 1330-1500 Research Methods #4	22 0800-1630 PSPT (Marine Corps Expo – Optional) <div style="border: 1px solid black; padding: 2px; text-align: center;">22-24 IMS Philadelphia Trip</div>	23 0800-0915 FA Time 0915-0945 SLOW Intro (Klinger) 1000-1200 Law of War /ROE (Col Shi) 1200-1330 IPF/Lunch 1330-1630 Civil-Mil Relations Panel	24 0800-0900 Just War Theory (Robbins) 0915-1200 Seminar (Just War, Law of War & Civ-Mil Relations) 1230-1630 PSPT
ART OF COMMAND II/III – The Constitution, Law of War, and Just War				
27 Grand Strategy 0800-0915 Capital "W" War, Pearl Harbor (Strange) 0930-1045 Axis Strategy (Weinberg) 1100-1200 Electives' Fair (Ellis Hall) 1230-1630 PSPT 1300-1430 Research Methods #5 (Seminar with primary mentor)	28 0800-1100 Seminar (Axis Strategy) 1130-1630 PSPT 1130-1430 English (Last Class)	29 0800-1630 PSPT 0730 Fall Golf Tournament	30 Allied Strategy 0800-0915 Churchill as a Coalition Leader (Harmon) 0930-1045 FDR, Stalin & Allied Coalition Strategy (Perlmutter) 1100-1130 IMS #6 (Argentina) 1200-1630 PSPT 1200-1300 Eng Post Test (215 & 235) 1330-1500 Michigan Test (MMS IMSs)	1 Oct 0800-1100 Seminar (Allied Strategy) 1115-1145 IMS #7 (Brazil) 1215-1630 PSPT
STRATEGIC LEVEL OF WAR – 27 Sep – 28 Oct				

October 1999 (7 Oct 99)

Mon	Tue	Wed	Thu	Fri
4 Cold War 0800-0915 Containment (Keaney) 0930-1045 Korean War (Weathersby) 1100-1230 Research Methods #6 1115-1630 PSPT 1400 – USA PFT	5 0800-1100 Seminar (Cold War) 1115-1145 IMS #8 (Egypt) 1215-1630 PSPT	6 0800-1630 PSPT	7 0800-0930 Strategic Decisionmaking in Vietnam (Dr. McKenna) 0945-1015 IMS #9 (Netherlands) 1045-1630 PSPT	8 0800-1045 Seminar (Vietnam) 1045-1115 SAW student visit to CGs 1130-1230 CIA Workshop: “New World Coming – American Security In the 21st Century” Gen Boyd (Unclass) (Optional) 1145-1630 PSPT
11 COLUMBUS DAY HOLIDAY	12 Institutions of American Cold War Strategy 0800-0915 UN (Coleman) 0930-1045 NATO (Rudd) 1100-1230 Research Methods #7 1115-1630 PSPT	13 0700-0930 PFT 0930-1230 Seminar (UN/NATO) 1300-1630 PSPT <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">0830 – IMS Trip to Annapolis</div>	14 Institutions of American Cold War Strategy - Bretton Woods System 0800-0915 (Klinger) 0930-1045 (Kapstein) 1100-1130 IMS #10 (Croatia) 1130-1345 IPF/Lunch 1400-1530 Constitution Day Justice Scalia (Little Hall)	15 0800-1100 Seminar (Economics and Strategy) 1115-1145 IMS #11 (Philippines) 1215-1630 PSPT 1230-1600 IMS vs. U.S. Soccer Game + Family Picnic
18 Institutions of American Cold War Strategy - Domestic National Security Bureaucracy 0800-0915 (Lenczowski) 0930-1045 (Luddy) 1100-1130 IMS #12 (France) 1145-1315 Research Methods #8 1200-1630 PSPT	19 0800-1100 Seminar (Domestic National Security Bureaucracy) 1115-1145 IMS #13 (Saudi Arabia) 1215-1330 CIA Workshop: “Intel & Policymaking” Mr. Dan Wagner (SECRET) (Optional) 1215-1630 PSPT	20 0800-1630 PSPT <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">0930 – IMS Mt Vernon Trip</div>	21 0800-0915 UNAAF/UCP/JSPS 0930-1000 IMS #14 (Senegal) 1030-1630 PSPT	22 0730-1200 Flu Shots 0800-0845 FA Time 0900-1015 Views of the CNO (Adm Johnson) 1030-1145 JROC & JWCA 1215-1630 PSPT SLOW ESSAY DUE BY COB
25 0800-0915 Views of the Chief of Staff, USA (Gen Shinseki) (Ellis Hall) 0930-1100 Current Strategic Environment and US Response Panel: Beyoghlou, Farkas, Cigar 1115-1145 IMS #15 (Italy) 1230-1400 Research Methods #9 1245-1630 PSPT	26 0800-1100 Seminar (Current Strategic Environment & U.S. Response) 1130-1630 PSPT 1145-1600 USA PERSCOM Brief & Individual Interviews (USA ONLY) 1900-2100 Commanding General’s Reception (Uniform: Blue/White, Dress “B”)	27 0800-1700 PMI Exercise	28 0800-1700 PMI Exercise	29 0800-0830 OLOW Intro (Cann) 0845-1000 Chancellorsville to Gettysburg (McKenna) 1015-1215 Seminar: Gettysburg 1215-1230 RMA Survey for U.S. Students completed in Seminar 1300-1630 PSPT

October 1999 (7 Oct 99)

REVISED

Mon	Tue	Wed	Thu	Fri
4 Cold War 0800-0915 Containment (Keaney) 0930-1045 Korean War (Weathersby) 1100-1230 Research Methods #6 1115-1630 PSPT 1400 – USA PFT	5 0800-1100 Seminar (Cold War) 1115-1145 IMS #8 (Egypt) 1215-1630 PSPT	6 0800-1630 PSPT	7 0800-0930 Strategic Decisionmaking in Vietnam (Dr. McKenna) 0945-1015 IMS #9 (Netherlands) 1045-1630 PSPT	8 0800-1045 Seminar (Vietnam) 1045-1115 SAW student visit to CGs 1130-1230 CIA Workshop: “New World Coming – American Security In the 21st Century” Gen Boyd (Unclass) (Optional) 1145-1630 PSPT
<i>New Faculty Bootstrap & Gettysburg Staff Ride, 4-7 Oct</i>				
4-7 Oct - USMC Monitors' Visit				
11 COLUMBUS DAY HOLIDAY	12 Institutions of American Cold War Strategy 0800-0915 UN (Coleman) 0930-1045 NATO (Rudd) 1100-1230 Research Methods #7 1115-1630 PSPT	13 0700-0930 PFT 0930-1230 Seminar (UN/NATO) 1300-1630 PSPT <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> 0830 – IMS Trip to Annapolis </div>	14 Institutions of American Cold War Strategy - Bretton Woods System 0800-0915 (Klinger) 0930-1045 (Kapstein) 1100-1130 IMS #10 (Croatia) 1130-1345 IPF/Lunch 1400-1530 Constitution Day Justice Scalia (Little Hall)	15 0800-1100 Seminar (Economics and Strategy) 1115-1145 IMS #11 (Philippines) 1215-1630 PSPT 1230-1600 IMS vs. U.S. Soccer Game + Family Picnic
18 Institutions of American Cold War Strategy - Domestic National Security Bureaucracy 0800-0915 (Lenczowski) 0930-1045 (Luddy) 1100-1130 IMS #12 (France) 1145-1315 Research Methods #8 1200-1630 PSPT	19 0800-1100 Seminar (Domestic National Security Bureaucracy) 1115-1145 IMS #13 (Saudi Arabia) 1215-1330 CIA Workshop: “Intel & Policymaking” Mr. Dan Wagner (SECRET) (Optional) 1215-1630 PSPT	20 0800-1630 PSPT <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> 0930 – IMS Mt Vernon Trip </div>	21 <u>0800-0915 UNAAF/UCP</u> <u>0930-1100 CINCs and Theater Engagement Plans</u> <u>1115-1245 Interagency Working Group Process - Workshop</u> <u>1300-1630 PSPT</u>	22 0730-1200 Flu Shots <u>0800-0845 Seminar-Interagency Process/FA Time</u> 0900-1015 Views of the CNO <u>1030-1145 JSPS/JSCP</u> <u>1200-1230 IMS #21 (Poland)</u> <u>1245-1630 PSPT</u> SLOW ESSAY DUE BY COB
25 <u>0800-1000 Deliverate/Crisis Action Planning - JOPES/GCCS</u> <u>1015-1200 Seminar - JOPES/GCCS and PMI Preparation</u> <u>-Materials Issue</u> <u>-Scenario brief</u> 1215-1245 IMS #15 (Italy) 1230-1400 Research Methods #9	26 <u>0800-1700 PMI Exercise</u> 1145-1600 USA PERSCOM Brief & Individual Interviews (USA ONLY) 1900-2100 Commanding General's Reception (Uniform: Blue/White, Dress “B”)	27 <u>0800-1700 PMI Exercise</u>	28 <u>0800-1700 PMI Exercise</u>	29 <u>0800-0830 WFTS/OLOW Intro (Cann/Cooney)</u> 0845-1000 Chancellorsville to Gettysburg (McKenna) 1015-1215 Seminar: Gettysburg 1215-1230 RMA Survey for U.S. Students completed in Seminar <u>1300-1330 IMS #14 (Senegal)</u> 1345-1630 PSPT

November 1999 (28 Oct 99)

Mon	Tue	Wed	Thu	Fri
<p>1</p> <p><i>ART OF COMMAND IV GETTYSBURG STAFF RIDE</i></p>	<p>2</p>	<p>3</p> <p>0800-0900 OLOW FA Time 0915-1030 OLOW Keynote Presentation: Campaigning (Bacon) 1045-1145 C2 (McFarland) 1300-1330 IMS #16 (Japan) 1345-1445 Intelligence (Williams) 1500-1630 PSPT</p>	<p>4</p> <p>0730-0915 Seminar 1000-1100 USMC Birthday Pageant 1200-1630 PSPT</p> <p>Operational Level of War (OLOW) 3 Nov - 10 Dec</p>	<p>5</p> <p>0800-1630 PSPT: OLOW</p>
<p>8</p> <p>0800-0900 Maneuver (Hemleben) 0915-1015 Fires (Barile) 1030-1230 Seminar 1245-1415 Intel Enhancement: NSA Support to Mil Ops (Optional) SECRET 1300-1630 PSPT</p> <p>7-10 IMS New York City Trip</p>	<p>9</p> <p>0800-0900 Logistics (Fenstermacher) 0915-1015 Force Protection (Carter) 1030-1230 Seminar 1300-1400 Research Methods #10 (Seminar with primary mentor) 1300-1630 PSPT: Gallipoli</p> <p>MMS proposals and transcripts due by COB</p>	<p>10</p> <p>0800-0945 Presentation: Gallipoli (Rudd) 1015-1630 PSPT: Gallipoli</p> <p>Campaign Paper topics due by COB</p>	<p>11</p> <p>VETERANS' DAY HOLIDAY</p>	<p>12</p> <p>0730-0930 Seminar: Gallipoli 0945-1015 IMS #17 (Mexico) 1030-1200 Perspective on Vietnam: Joe Galloway and LtGen Hal Moore, USA, Ret (co-authors of <i>We Were Soldiers Once, & Young</i>) (Little Hall) 1300-1400 Book Signing 1230-1630 PSPT: HUSKY 13 Nov – USMC Birthday Ball</p>
<p>15</p> <p>0800-1000 Presentation: HUSKY (McKenna) 1030-1630 PSPT: HUSKY</p>	<p>16</p> <p>0800-1000 Seminar: HUSKY 1015-1045 IMS #18 (Jordan) 1115-1630 PSPT: HUSKY & Campaign Paper Research</p>	<p>17</p> <p>0800-1000 Seminar: HUSKY 1030-1630 PSPT: CARTWHEEL & Campaign Paper Research</p>	<p>18</p> <p>0800-0915 Presentation: CARTWHEEL (McKenna) 0945-1015 IMS #19 (Korea) 1045-1630 PSPT: CARTWHEEL</p>	<p>19</p> <p>0800-1000 Seminar: CARTWHEEL 1015-1045 IMS #20 (Thailand) 1115-1630 PSPT: CARTWHEEL & Campaign Paper</p>
<p>22</p> <p>0800-1630 PSPT: CARTWHEEL & Campaign Paper</p>	<p>23</p> <p>0800-1000 Seminar: CARTWHEEL 1015-1045 IMS #21 (Poland) 1115-1630 PSPT: Campaign Paper</p>	<p>24</p> <p>0800-0830 IMS #22 (UAE) 0845-1045 Alcohol and Its Impact on the Individual and the Corps (Matthews) 1045-1100 Holiday Safety Brief 1200-1630 PSPT: Korea & Campaign Paper</p>	<p>25</p> <p>THANKSGIVING DAY HOLIDAY</p>	<p>26</p> <p>0800-1630 PSPT: Korea & Campaign Paper</p>
<p>29</p> <p>0800-0915 Presentation: Korea (Rudd) 0930-1130 Seminar: Korea 1145-1215 IMS #23 (Israel) 1245-1630: PSPT: Korea & Campaign Paper</p>	<p>30</p> <p>0800-1000 Seminar: Korea 1015-1045 IMS #24 (Romania) 1115-1630 PSPT: Falklands & Campaign Paper</p>			

November 1999

(28 Oct 99)

REVISED

Mon	Tue	Wed	Thu	Fri
<p>1</p> <p>ART OF COMMAND IV GETTYSBURG STAFF RIDE</p>	<p>2</p>	<p>3</p> <p>0800-0900 OLOW FA Time 0915-1030 OLOW Keynote Presentation: Campaigning (Bacon)</p> <p>1300-1330 IMS #16 (Japan)</p> <p>1500-1630 PSPT</p>	<p>4</p> <p>0730-0915 Seminar 1000-1100 USMC Birthday Pageant 1200-1630 PSPT</p>	<p>5</p> <p><u>0800-1630 PSPT: Joint Doctrine</u></p>
<p>8</p> <p><u>0800-0915 Presentation: Joint Doctrine (MajGen Close)</u> <u>0930-1045 JOPES (CAPT Hyers)</u> <u>1100-1230 Seminar: Jt. Doctrine & JOPES</u> <u>1245-1415 Intel Enhancement: NSA Support to Mil Ops (Optional) SECRET</u> <u>1300-1630 PSPT</u></p> <p>7-10 IMS New York City Trip</p>	<p>9</p> <p><u>0800-0920 Views from a JTF Cdr</u> <u>0930-1130 Joint Force Organization</u> <u>1145-1215 IMS #22 (UAE)</u> <u>1300-1400 Research Methods #10</u> <u>(Seminar with primary mentor)</u> <u>MMS proposals and transcripts due by COB</u></p>	<p>10</p> <p><u>0800-0920 Views of JTF Cdr (BGen Helland)</u> <u>0930-1130 JTF Planning & Lessons Learned (Pelli)</u> <u>1230-1430 Seminar: JTF Organization & Planning</u> <u>1430-1630 PSPT</u></p> <p><u>OLOW Campaign Paper topics due by COB</u></p>	<p>11</p> <p>VETERANS' DAY HOLIDAY</p>	<p>12</p> <p><u>0800-1100 Joint Targeting / JFACC / ATO (CDR Alcala, JTS)</u> <u>1200-1400 Seminar: Joint Targeting & MEF Fires</u> <u>1400-1530 Offensive Case Study: Desert Storm, The Coalition (Rudd)</u> <u>1530-1630 PSPT Case Studies</u></p> <p>13 Nov – USMC Birthday Ball</p>
<p>15</p> <p><u>0800-0850 National/Theater Intel Support (Holliday) (S/NF)</u> <u>0900-0950 Tencap (S/NF)</u> <u>1000-1130 Intelligence Keynote Speaker (BG Alexander) (S/NF)</u> <u>1300-1450 Seminar: Intel Sup</u> <u>1500-1630 PSPT</u></p>	<p>16</p> <p><u>0800-0915 XVIII Airborne Corps (LtGen Kernan)</u> <u>0930-1045 Army Doctrine (Col Williams)</u> <u>1100-1230 Seminar: Army Corps & Doctrine</u> <u>1300-1630 PSPT: Numbered Air Force, Air Force Doctrine, & Campaign Paper</u></p>	<p>17</p> <p><u>0800-0915 9th Air Force (BGen Cameron)</u> <u>0930-1020 Air Force Doctrine (Col Hinger, USAF)</u> <u>1030-1130 CINCUSJFCOM (Adm Gehman)</u> <u>1145-1315 Seminar: Numbered Air Force & Air Force Doctrine</u> <u>1345-1630 PSPT: Naval Doctrine & Campaign Paper</u></p>	<p>18</p> <p><u>0800-0915 Naval Doctrine (Capt Nestlerode)</u> <u>0930-1045 2nd Fleet (VADM Fallon)</u> <u>1100-1230 Seminar: Numbered Fleet & Naval Doctrine</u> <u>1300-1330 IMS #19 (Korea)</u> <u>1330-1630 PSPT: MEF & Marine Doctrine, & Campaign Paper writing</u></p>	<p>19</p> <p><u>0800-0915 CG II MEF (MGen Bedard)</u> <u>0930-1045 Marine Doctrine (Col Brown)</u> <u>1100-1230 Seminar: MEF & Marine Doctrine</u> <u>1300-1630 PSPT</u></p>
<p><u>0800-0900 C2 (McFarland)</u> <u>0915-1015 Intelligence (Williams)</u> <u>1030-1230 Seminar</u> <u>1300-1330 IMS #18 (Jordan)</u></p>	<p><u>0800-0900 Maneuver (Hemleben)</u> <u>0915-1015 Fires (Barile)</u> <u>1030-1230 Seminar</u> <u>1300-1400 Research Methods #10</u> <u>(Seminar with primary mentor)</u></p>	<p><u>0800-0900 Logistics (Fenstermacher)</u> <u>0915-1015 Force Protection (Carter)</u> <u>1030-1230 Seminar</u> <u>1300-1500 Alcohol and Its Impact on the Individual and the Corps (Matthews)</u> <u>1515-1530 Holiday Safety Brief</u></p>	<p>25</p> <p>THANKSGIVING DAY HOLIDAY</p>	<p>26</p> <p><u>0800-1630 PSPT: Husky</u></p>
<p>29</p> <p><u>0800-0945 Presentation: Husky (McKenna)</u> <u>1000-1030 IMS #20 (Thailand)</u> <u>1045-1115 IMS #19 (Korea)</u> <u>1130-1630 PSPT: Husky</u></p> <p>OLOW Case Study-Husky</p>	<p>30</p> <p><u>0730-0930 Seminar: Husky</u> <u>0945-1015 IMS #17 (Mexico)</u> <u>1030-1201 Perspective on Vietnam: Joe Galloway and LtGen Hal Moore, USA, Ret (co-authors of We Were Soldiers Once, & Young) (Little Hall)</u> <u>1300-1400 Book Signing</u> <u>1230-1630 PSPT: Falklands</u></p>			

December 1999 (3 Nov 99)

Mon	Tue	Wed	Thu	Fri
		1 0800-1630 PSPT: Falklands & Campaign Paper	2 0800-0915 Presentation: Falklands (LtCol de Jager) 0930-1130 Seminar 1200-1630 PSPT: Falklands & Campaign Paper	3 0800-1000 Seminar: Falklands 1030-1630 PSPT: Joint Doctrine/JOPEs
6 0800-0915 Presentation: Joint Doctrine (MajGen Close) 0930-1045 JOPEs (CAPT Hyers) 1100-1230 Seminar: Jt. Doctrine & JOPEs 1300-1630 PSPT: Army Doctrine & Army Corps & Campaign Paper	7 0800-0915 XVIII Airborne Corps (LtGen Kernan) 0930-1045 Army Doctrine (Col Williams) 1100-1230 Seminar: Army Corps & Doctrine 1300-1630 PSPT: Numbered Air Force, Air Force Doctrine, & Campaign Paper	8 0800-0915 9 th Air Force (BGen Cameron) 0930-1020 Air Force Doctrine (Col Hinger, USAF) 1030-1130 CINCUSJFCOM (Adm Gehman) 1145-1315 Seminar: Numbered Air Force & Air Force Doctrine 1345-1630 PSPT: Naval Doctrine & Campaign Paper	9 0800-0915 Naval Doctrine (Capt Nestlerode) 0930-1045 2 nd Fleet (VADM Fallon) 1100-1230 Seminar: Numbered Fleet & Naval Doctrine 1300-1630 PSPT: MEF & Marine Doctrine, & Campaign Paper writing	10 0800-0915 CG II MEF (MGen Bedard) 0930-1045 Marine Doctrine (Col Brown) 1100-1230 Seminar: MEF & Marine Doctrine 1245-1315 Warfighting Intro (Cooney) 1345-1630 PSPT <u>CAMPAIGN PAPERS DUE</u>
13 0800-0900 Leadership (Gen Christmas) 0915-1015 Leadership (Col Ledbetter) 1030-1130 Leadership (Capt Davis) 1130-1330 IPF/Lunch 1330-1500 Seminar/Case Study 1500-1630 PSPT	14 0830-1130 Gulf War Symposium Gen Neal, USMC (Ret.) - moderator Gen Horner, USAF (Ret.) Adm Arthur, USN (Ret.) Gen Boomer, USMC (Ret.) LtGen Yeosock, USA (Ret.) 1300-1500 Gulf War Component Sem 1500-1630 PSPT	15 0800-0850 Leadership (MajGen Steele) 0900-0950 Leadership (BGen Jones) 1000-1200 Seminar: Rother & B-52 Case Studies 1230-1630 PSPT STUDENT HOLIDAY PARTY	16 0800-0945 MBTI Back Brief 1000-1200 Commandership (Browning) 1200-1330 IPF/Lunch 1330-1630 Seminar: Organizational Culture & Ethics Case Studies	17 0800-0900 ACMC (Gen Dake) 0915-1045 Commanders' Panel: Col Benes (ACE), Col Miller (GCE), Col Kramlich (CSSE) 1100-1200 Seminar: Commandership 1230-1630 PSPT (Warfighting)
Art of Command				
20	21	22	23	24 CHRISTMAS HOLIDAY
PSPT for Warfighting/Research and Writing				
27	28	29	30	31 NEW YEAR'S HOLIDAY
PSPT for Warfighting/Research and Writing				

December 1999 (3 Nov 99)

REVISED

Mon	Tue	Wed	Thu	Fri
		1 <u>0800-1630 PSPT: Falklands & Campaign Paper</u>	2 <u>0800-0915 Presentation: Falklands (LtCol de Jager)</u> <u>0930-1130 Seminar</u> <u>1145-1215 IMS #23 (Israel)</u> <u>1200-1630 PSPT: Falklands & Campaign Paper</u>	3 <u>0800-1000 Seminar: Falklands</u> <u>1015-1045 IMS #24 (Romania)</u> <u>1100-1630 PSPT: MAGTF OPS</u>
		OLOW Case Study-The Falklands Campaign		
6 <u>0800-0850 The MAGTF</u> <u>0900-1020 Evolution of the MEF (LtGen Cheatham)</u> <u>1030-1200 Fighting the MAGTF (Col Dobson)</u> <u>1330-1500 Views of the CG, II MEF</u> <u>1500-1630 PSPT</u>	7 <u>0800-0830 CE Org & Functions</u> <u>0830-0920 MAGTF Intel</u> <u>0930-1045 MAGTF C4</u> <u>1100-1300 Seminar: The CE</u> <u>1330-1630 C2PC Training (40 students)</u> <u>1330-1630 PSPT</u>	8 <u>0800-0850 Division Org & Functions</u> <u>0900-1020 Fighting the GCE (MajGen Blackman)</u> <u>1030-1230 Seminar: The GCE</u> <u>1300-1400 SPACECOM</u> <u>(Gen Meyers) (SECRET)</u> <u>1400-1630 PSPT</u>	9 <u>0800-0850 Wing Organization & Functions</u> <u>0900-1020 Fighting the ACE (BGen Stalder)</u> <u>1030-1120 USMC Aviation: Present & Future (LtGen McCorkle)</u> <u>1300-1500 Seminar: The ACE</u> <u>1500-1630 PSPT</u>	10 <u>0800-0850 CSSE Organization & Functions/Log Prep of the Battlespace (Fenstermacher)</u> <u>0900-0950 Sustaining the MEF (BGen Dickerson)</u> <u>1000-1200 Seminar: The CSSE</u> <u>1330-1500 MAGTF Laydown (Ellis Hall)</u> <u>CAMPAIGN PAPERS DUE</u>
13 0800-0900 Leadership (Gen Christmas) 0915-1015 Leadership (Col Ledbetter) 1030-1130 Leadership (Capt Davis) 1130-1330 IPF/Lunch 1330-1500 Seminar/Case Study 1500-1630 PSPT	14 0830-1130 Gulf War Symposium Gen Neal, USMC (Ret.) - moderator Gen Horner, USAF (Ret.) Adm Arthur, USN (Ret.) Gen Boomer, USMC (Ret.) LtGen Yeosock, USA (Ret.) 1300-1500 Gulf War Component Sem 1500-1630 PSPT	15 0800-0850 Leadership (MajGen Steele) 0900-0950 Leadership (BGen Jones) 1000-1200 Seminar: Rother & B-52 Case Studies 1230-1630 PSPT STUDENT HOLIDAY PARTY	16 0800-0945 MBTI Back Brief 1000-1200 Commandership (Browning) 1200-1330 IPF/Lunch 1330-1630 Seminar: Organizational Culture & Ethics Case Studies	17 0800-0900 ACMC (Gen Dake) 0915-1045 Commanders' Panel: Col Benes (ACE), Col Miller (GCE), Col Kramlich (CSSE) 1100-1200 Seminar: Commandership 1230-1630 PSPT (Warfighting)
Art of Command				
20	21	22	23	24 CHRISTMAS HOLIDAY
PSPT for Warfighting/Research and Writing				
27	28	29	30	31 NEW YEAR'S HOLIDAY
PSPT for Warfighting/Research and Writing				

January 2000 (5 Jan 00)

Mon	Tue	Wed	Thu	Fri
<p style="text-align: right;">3</p> <p>0800-0850 The MAGTF 0900-1020 Evolution of the MEF (LtGen Cheatham) 1030-1200 Fighting the MAGTF (Col Dobson) 1330-1500 Views of the CG, II MEF 1500-1630 PSPT</p>	<p style="text-align: right;">4</p> <p>0800-0830 CE Org & Functions 0830-0920 MAGTF Intel 0930-1045 MAGTF C4 1100-1301 Seminar: The CE 1330-1630 C2PC Training (40 students) 1330-1630 PSPT</p>	<p style="text-align: right;">5</p> <p>0800-0850 Division Org & Functions 0900-1020 Fighting the GCE (MajGen Blackman) 1030-1231 Seminar: The GCE 1300-1400 SPACECOM (Gen Meyers) (SECRET) 1400-1630 PSPT</p>	<p style="text-align: right;">6</p> <p>0800-0850 Wing Organization & Functions 0900-1020 Fighting the ACE (BGen Stalder) 1030-1120 USMC Aviation: Present & Future (LtGen McCorkle) 1300-1500 Seminar: The ACE 1500-1630 PSPT</p>	<p style="text-align: right;">7</p> <p>0800-0850 CSSE Organization & Functions/Log Prep of the Battlespace (Fenstermacher) 0900-0950 Sustaining the MEF (BGen Dickerson) 1000-1200 Seminar: The CSSE 1330-1500 MAGTF Laydown (Ellis Hall)</p>
<p style="text-align: right;">10</p> <p>0800-0950 JOPES & GCCS 1000-1130 TRANSCOM 1130-1630 PSPT 1145-1300 Intel Enhancement Lecture: NIMA (Unclass)</p>	<p style="text-align: right;">11</p> <p>0800-0850 MPF 0900-1100 Seminar: JOPES / GCCS / TRANSCOM / MPF 1100-1300 Lunch 1300-1700 FDP&E: Mr. Clark</p>	<p style="text-align: right;">12</p> <p>0800-1130 FDP&E: Mr. Clark 1130-1300 Lunch 1300-1700 Practical Application: FDP&E</p>	<p style="text-align: right;">13</p> <p>0800-1130 Practical Application: FDP&E 1130-1200 MCPP G2 Orientation (Student G2s) (Breck) 1130-1330 Lunch ELECTIVES</p>	<p style="text-align: right;">14</p> <p>0800-1630 Practical Application: FDP&E</p>
<p style="text-align: right;">17</p> <p style="text-align: center;">M. L. KING DAY HOLIDAY</p>	<p style="text-align: right;">18</p> <p>0800-0820 Terminology (Khan) 0830-0850 MCPP Overview (Hemleben) 0900-0950 IPB Tunisia 1000-1630 IPB Workshop (3 groups)</p>	<p style="text-align: right;">19</p> <p>0800-0920 Views of LtGen Knutson 0930-1050 Defensive Combat Operations (Weber) 1100-1150 Security Operations (Trout) 1300-1350 Rear Area Operations (Fenstermacher) 1400-1600 Seminar: Single Battle in the Defense & Battlespace Management</p>	<p style="text-align: right;">20</p> <p>0800-0850 Fundamentals of Operational Planning (Hemleben) 0900-1015 CBAE: Commanders Intent (Barnes) 1025-1115 CBAE: CCIRs (Rathgeber) 1125-1215 CBAE: Battlespace Geometry (Barnes) ELECTIVES</p>	<p style="text-align: right;">21</p> <p>0800-0930 Seminar: Planning / Planning Tools 0945-1115 CBAE: COGs: Dr Strange 1125-1215 Mission Analysis (Trout) 1230-1700 Road to War (Tunisia) and Mission Analysis Workshop</p>
<p style="text-align: right;">24</p> <p>0800-0920 COA Development (Barile) 0930-1700 COA Development Workshop</p>	<p style="text-align: right;">25</p> <p>(0730 – IMS Group Photo (MCRC)) 0800-1700 COA Development Workshop 1500-1630 PCS Class (All U.S. Officers) Breckinridge Aud</p>	<p style="text-align: right;">26</p> <p>0800-0850 COA Wargame (Weber) 0900-1700 COA Wargame Workshop</p>	<p style="text-align: right;">27</p> <p>0800-1130 COA Wargame Workshop ELECTIVES</p>	<p style="text-align: right;">28</p> <p>0800-0850 COA Comparison / Decision (Williams) 0900-1200 COA Comparison / Decision Workshop 1300-1350 Orders Development / Transition (Bolin) 1400-1630 Orders Development/ Transition Workshop</p>
<p style="text-align: right;">31</p> <p>0800-0920 Views from a JTF Cdr 0930-1130 Joint Force Organization 1130-1200 Off/Def Case Study Intro 1300-1630 PSPT 1300-1600 C2PC Training (40 students) 1st Draft MMS Paper Due</p>				

Mon	Tue	Wed	Thu	Fri
<p style="text-align: right;">3</p> <p>0800-0930 <u>MEF Planning in SWA</u> (BGen Donovan) 0940-1000 <u>Terminology (Khan)</u> 1015-1045 <u>MCPP Overview</u> (Hemleben) 1100-1150 <u>IPB Tunisia</u> 1200-1630 <u>IPB Workshop (3 groups)</u></p>	<p style="text-align: right;">4</p> <p>0800-0920 <u>Views of LtGen Knutson</u> 0930-1050 <u>Defensive Combat Operations (Weber)</u> 1100-1150 <u>Security Operations (Trout)</u> 1300-1351 <u>Rear Area Operations (Fenstermacher)</u> 1400-1600 <u>Seminar: Single Battle in the Defense & Battlespace Management</u></p>	<p style="text-align: right;">5</p> <p>0800-0850 <u>Fundamentals of Operational Planning (Hemleben)</u> 0900-1015 <u>CBAE: Commanders Intent (Barnes)</u> 1025-1115 <u>CBAE: CCIRs (Rathgeber)</u> 1125-1215 <u>CBAE: Battlespace Geometry (Barnes)</u></p>	<p style="text-align: right;">6</p> <p>0800-0930 <u>Seminar: Planning / Planning Tools</u> 0945-1115 <u>CBAE: COGs: Dr Strange</u> 1125-1215 <u>Mission Analysis (Trout)</u> 1230-1630 <u>PSPT: Off/Def Case Studies</u></p>	<p style="text-align: right;">7</p> <p>0800-0950 <u>JOPES & GCCS</u> 1000-1130 <u>TRANSCOM</u> 1130-1630 <u>PSPT: Off/Def Case Studies</u></p>
<p style="text-align: right;">10</p> <p>0800-0830 <u>Off/Def Case Study Intro</u> 0845-1000 <u>Case Study Khe Sanh Presentation</u> 1015-1130 <u>Intel Enhancement Lecture: NIMA (Unclass)</u> 1145-1630 <u>PSPT</u></p>	<p style="text-align: right;">11</p> <p>0800-1100 <u>Seminar-Khe Sanh</u> 1115-1630 <u>PSPT</u> 1300-1630 <u>C2PC TNG</u></p>	<p style="text-align: right;">12</p> <p>0800-0950 <u>Conflict Termination Considerations and the Bosnian Intervention (Cigar)</u> 1000-1100 <u>Post-Conflict Concerns at the Division-Corps Level, Desert Storm: (McCarl)</u> 1115-1300 <u>Seminar: Conflict Termination</u></p>	<p style="text-align: right;">13</p> <p>0800-0850 <u>Force Protection & the MEF</u> 0900-0950 <u>TMD (S/NF)</u> 1000-1130 <u>NBC: Operational Level Threat & Response (S/NF)</u></p> <p style="text-align: center;">ELECTIVES</p>	<p style="text-align: right;">14</p> <p>0800-1230 <u>Road to War (Tunisia) and Mission Analysis Workshop</u> 1245-1630 <u>PSPT: FDPE</u></p>
<p style="text-align: right;">17</p> <p style="text-align: center;">M. L. KING DAY HOLIDAY</p>	<p style="text-align: right;">18</p> <p>0800-0850 <u>MPF</u> 0900-1100 <u>Seminar: JOPES / GCCS / TRANSCOM / MPF</u> 1100-1300 <u>Lunch</u> 1300-1700 <u>FDP&E: Mr. Clark</u></p>	<p style="text-align: right;">19</p> <p>0800-1130 <u>FDP&E: Mr. Clark</u> 1130-1300 <u>Lunch</u> <u>1300-1700 Practical Application: FDP&E</u></p>	<p style="text-align: right;">20</p> <p>0800-1130 <u>Practical Application: FDP&E</u> 1130-1200 <u>MCPP G2 Orientation (Student G2s) (Breck)</u> 1130-1330 <u>Lunch</u> ELECTIVES</p>	<p style="text-align: right;">21</p> <p>0800-1630 <u>Practical Application: FDP&E</u></p>
<p><i>Force Denloymnt and Planning Pract App Exercise</i></p>				
<p style="text-align: right;">24</p> <p>0800-0920 <u>COA Development (Barile)</u> 0930-1700 <u>COA Development Workshop</u></p>	<p style="text-align: right;">25</p> <p>(0730 – IMS Group Photo (MCRC)) 0800-1700 <u>COA Development Workshop</u> 1500-1630 <u>PCS Class (All U.S. Officers) Breckinridge Aud</u></p>	<p style="text-align: right;">26</p> <p>0800-0850 <u>COA Wargame (Weber)</u> 0900-1700 <u>COA Wargame Workshop</u></p>	<p style="text-align: right;">27</p> <p>0800-1130 <u>COA Wargame Workshop</u></p> <p style="text-align: center;">ELECTIVES</p>	<p style="text-align: right;">28</p> <p>0800-0850 <u>COA Comparison / Decision (Williams)</u> 0900-1200 <u>COA Comparison / Decision Workshop</u> 1300-1350 <u>Orders Development / Transition (Bolin)</u> 1400-1630 <u>Orders Development/ Transition Workshop</u></p>
<p>MCPP/Defensive Practical Application Exercise (24-28)</p>				
<p style="text-align: right;">31</p> <p>0800-0920 <u>Employment of the Reserves (MajGen McCarthy)</u> 0930-1030 <u>Reserve Keynote Speaker (Mr. Cragin, DASD Reserve Affairs)</u> 1045-1230 <u>Seminar: Reserve Component Issues</u> 1200-1300 <u>Cragin Lunch w/Reserves</u> 1315-1630 <u>PSPT: Off Case Study</u> 1st Draft MMS Paper Due</p>				

February 2000 (2 Feb 00)

Mon	Tue	Wed	Thu	Fri
	1 0800-0920 Views of JTF Cdr (BGen Helland) 0930-1130 JTF Planning & Lessons Learned (Pelli) 1230-1430 Seminar: JTF Organization & Planning 1430-1630 PSPT	2 0800-0850 National/Theater Intel Support (Holliday) (S/NF) 0900-0950 Tencap (S/NF) 1000-1130 Intelligence Keynote Speaker (BG Alexander) (S/NF) 1300-1450 Seminar: Intel Sup 1500-1600 Campaign Design 1600-1630 Offense Intro (Hemleben)	3 0800-0850 Force Protection & the MEF 0900-0950 TMD (S/NF) 1000-1130 NBC: Operational Level Threat & Response (S/NF) ELECTIVES	4 0800-0900 FA Time /Offensive/Defensive Case Study Prep 0900-1020 Employment of the Reserves (MajGen McCarthy) 1030-1130 Reserve Keynote Speaker (Mr. Cragin, DASD Reserve Affairs) 1130-1300 Cragin Lunch w/Reserves 1300-1500 Seminar: Reserve Component Issues 1500-1630 PSPT Case Studies
7 0800-0850 ORM (LtCol Blaine) 0900-1020 Special Ops Forces (LTC Williams, USA) 1030-1130 Multinat'l Ops Intro & Planning Factors (Amundsen) 1130-1230 Lunch 1230-1430 Sem: Multinat'l Ops 1430-1630 PSPT	8 0800-0850 Decisive Operations (Trout) 0900-0950 Shaping Operations (Atkins) 1000-1050 Offensive Operations: Types and Phases (Trout) 1100-1150 MEF Fires (Barile) 1300-1630 PSPT Case Studies <div>8-11 IMS North Carolina Trip</div>	9 0800-1100 Joint Targeting / JFACC / ATO (CDR Alcalá, JTS) 1200-1400 Seminar: Joint Targeting & MEF Fires 1400-1530 Offensive Case Study: Desert Storm, The Coalition (Rudd) 1530-1631 PSPT Case Studies	10 0800-0920 Offensive Case Study: Desert Storm, The Iraqi Defense (Cigar) 1000-1130 MEF Planning in SWA (BGen Donovan) ELECTIVES	11 0800-0930 Views of COS of the Army, Gen Shinseki (Ellis Hall) 0940-1130 Seminar: Offensive Case Study: Desert Storm 1130-1530 Defensive Case Study: Khe Sanh
14 0800-0850 The Information Age 0900-0950 Defensive IO 1000-1050 Planning Offensive IO 1100-1200 Lunch 1200-1400 IO Seminar 1400-1630 PSPT	15 0800-0820 Offensive Ops Practical Application Intro (Hemleben) 0830-1300 Offensive PA: IPB/Mission Analysis 1300-1700 Offensive PA: COA Development	16 0800-1700 Offensive PA: COA Development <div>16-22 IMS South West Trip</div>	17 0800-1200 Offensive PA: COA Wargame ELECTIVES	18 0800-1100 Offensive PA: COA Wargame 1100-1700 Offensive PA: COA Comparison/Decision
21 PRESIDENT'S DAY HOLIDAY	22 0800-1700 Offensive PA: Orders Development & Transition Brief	23 0800-1000 In-Class Midterm Exam 1300-1600 C2PC Training (40 Students) (BSTF) 1030-1630 PSPT	24 0800-0920 Naval Expeditionary Warfare (MajGen Krupp) 0930-1030 Intro to Amphibious Warfare (Brooks) 1100-1300 PSPT ELECTIVES	25 0800-0920 MCM (CDR Lehr) 0930-1100 NSFS (Maj Langley) 1130-1630 PSPT <div>1300-1600 Nat'l Youth Ldrshp Conf (Dr. Farkas coordinator)</div>
28 0800-0920 Basic Decisions in Amphib Ops (Brooks) 0930-1130 Sem: Basic Decisions 1200-1630 PSPT 1300-1600 C2PC Training (40 Students) (BSTF)	29 0800-0920 Case Study – Marianas Campaign & Saipan (DiNardo) 0930-1130 Sem: Marianas PSPT			

February 2000 (2 Feb 00)

REVISED

Mon	Tue	Wed	Thu	Fri
	<u>0800-0850 ORM (LtCol Blaine)</u> <u>0900-1020 Special Ops Forces (LTC Williams, USA)</u> <u>1030-1130 Multinat'l Ops Intro & Planning Factors (Amundsen)</u> <u>1145-1630 PSPT: ORM/SOF/Multi-National Ops</u>	<u>0800-1630 PSPT: Off Case Study</u>	<u>0800-1100 Seminar: ORM/SOF/Multi-National Ops</u> <u>1130-1630 PSPT: Off Operations</u>	<u>0800-0850 Decisive Operations (Trout)</u> <u>0900-0950 Shaping Operations (Atkins)</u> <u>1000-1050 Offensive Operations: Types and Phases (Trout)</u> <u>1100-1150 MEF Fires (Barile)</u> <u>1300-1630 PSPT Case Studies</u>
<u>0800-0850 The Information Age</u> <u>0900-0950 Defensive IO</u> <u>1000-1050 Planning Offensive IO</u> <u>1100-1200 Lunch</u> <u>1200-1400 IO Seminar</u> <u>1415-1630 PSPT</u>	<u>0800-0920 Offensive Case Study: Desert Storm, The Coalition (Rudd)</u> <u>0930-1050 Offensive Case Study: Desert Storm, The Iraqi Defense (Cigar)</u> <u>1100-1630 PSPT: Off Case Study</u>	<u>0800-1630 PSPT: Off Case Study</u>	<u>0800-1100 Seminar: Offensive Case Study: Desert Storm</u> ELECTIVES	<u>0800-0930 FACAD Time</u> <u>0945-1045 Views of COS of the Army, Gen Shinseki (Ellis Hall)</u> 1100-1630 PSPT: Off Operations
	8-11 IMS North Carolina Trip	OLOW Offensive Case Study- Enhance Offensive Pract APP		
<u>0800-0820 Offensive Ops Practical Application Intro (Hemleben)</u> <u>0830-1300 Offensive PA: IPB/Mission Analysis</u> <u>1300-1700 Offensive PA: COA Development</u>	<u>0800-1700 Offensive PA: COA Development</u>	<u>0800-1200 Offensive PA: COA Wargame</u> 16-22 IMS South West Trip	<u>0800-1200 Offensive PA: COA Comparison/Decision</u> ELECTIVES	<u>0800-1700 Offensive PA: Orders Development & Transition Brief</u>
Offensive Practical Application Exercise				
PRESIDENT'S DAY HOLIDAY	<u>0800-1000 In-Class Midterm Exam</u> <u>1300-1600 C2PC Training (40 Students) (BSTF)</u> <u>1030-1630 PSPT: Amphib Ops</u>	<u>0800-0920 Naval Expeditionary Warfare (MajGen Krupp)</u> <u>0930-1030 Intro to Amphibious Warfare (Brooks)</u> <u>1100-1300 PSPT: Amphib</u>	<u>0800-0850 Organization for Phib Ops (Brooks)</u> <u>0900-0950 Logistics in Amphib Ops (Fenstermacher)</u> <u>1000-1130 Amphib Laydown</u> ELECTIVES	<u>0800-0920 Basic Decisions in Amphib Ops (Brooks)</u> <u>0930-1130 Sem: Basic Decisions</u> <u>1145-1630 PSPT: MCM/NSFS</u> 1300-1600 Nat'l Youth Ldrshp Conf (Dr. Farkas coordinator)
<u>0800-0920 MCM (CDR Lehr)</u> <u>0930-1100 NSFS (Maj Langley)</u> <u>1115-1630 PSPT: Case Study</u> <u>1300-1600 C2PC Training (40 Students) (BSTF)</u>	<u>0800-0920 Case Study – Marianas Campaign & Saipan (DiNardo)</u> <u>0930-1130 Seminar: Marianas</u> <u>1145-1630 PSPT</u>			
OLOW Amphibious Case Study- Enhance Amphib Block				

March 2000 (10 Feb 00)

Mon	Tue	Wed	Thu	Fri
		1 0800-0850 Organization for Phib Ops (Brooks) 0900-0950 Logistics in Amphib Ops (Fenstermacher) 1000-1130 Amphib Laydown 1130-1630 PSPT	2 0800-1130 PSPT ELECTIVES 2-3 IMS Norfolk Trip	3 ELECTIVES FIELD TRIP
6 0800-0920 Emerging Issues in Amphib Ops 0930-1130 Sem: Amphib Ops 1145-1315 CIA Wkshp (SECRET-Aud) "Tech Intel Ops" Mr. Sileo 1200-1630 PSPT	7 0800-1630 Amphib Practical Application	8 0800-1630 Amphib Practical Application	9 0800-0850 MEU(SOC) Overview 0900-1100 PHIBRON/MEU Post Deployment Brief & CATF/CLF Relationships ELECTIVES (All written assignments due)	10 0800-0850 R2P2 0900-1100 Seminar: MEU(SOC) 1100-1630 PSPT [Date/time TBD Views from the COS of the Air Force (Gen Ryan)]
13 0800-1630 MEU(SOC) Practical Application	14 0800-0920 OMFTS/STOM and Supporting Concepts 0930-1020 AAAY 1030-1120 MV-22 1230-1320 JSF 1330-1420 LCAC 1430-1630 PSPT	15 0800-0920 OMFTS & the Future: USMC Keynote Speaker (BGen Goodman) 1000-1120 RADM Mullen, N86 1300-1500 Seminar: OMFTS & the Future of Amphib Warfare 1510-1530 Intro to Regional Studies & Conflict Termination 2nd Draft MMS Paper Due	16 0800-0950 Conflict Termination Considerations and the Bosnian Intervention (Cigar) 1000-1050 Conflict Termination TBD 1100-1200 Post-Conflict Concerns at the Division-Corps Level, Desert Storm: (McCarl) ELECTIVES	17 0800-1100 Seminar: Conflict Termination 1130-1630 PSPT Amphib Paper
20	21	22	23	24
<div>WARFIGHTING... FROM THE SEA</div> <div>WFTS FINAL EXAMINATION</div>				
Amphib Paper Due				
27 0800-0950 Russia and Eurasia (Nation) 1000-1050 DIA/DIO 1100-1150 CIA/DI 1200-1300 Lunch 1300-1500 Seminar: Russia and Eurasia 1500-1630 PSPT	28 0800-0920 Islam (Dr. Beyoghlow) 0930-1050 Iran: A Look Inside (Fuller) 1100-1150 U.S. Containment Policy: Iran: (Dr. Grummon) 1200-1300 Lunch 1300-1420 Oil: (Dr. Reich) 1430-1630 Seminar: The Middle East	29 0800-1000 Panel Q&A: Russia & Eurasia (Port) 1015-1215 Panel Q&A: The Middle East (Starboard) 1245-1630 PSPT	30 PSPT	31 PSPT

March 2000 (10 Feb 00)

REVISED

Mon	Tue	Wed	Thu	Fri
		1	2	3
		<div>Elective Field Trins</div> <div>2-3 IMS Norfolk Trip</div>		
6 0800-0920 Emerging Issues in Amphib Ops 0930-1130 Sem: Amphib Ops 1145-1315 CIA Wkshp (SECRET-Aud) "Tech Intel Ops" Mr. Sileo 1200-1630 PSPT	7 0800-1630 Amphib Practical Application <div>Amphibious Operations Pract Ann Exercise</div>	8 0800-1630 Amphib Practical Application	9 0800-0850 MEU(SOC) Overview 0900-1100 PHIBRON/MEU Post Deployment Brief & CATF/CLF Relationships ELECTIVES (All written assignments due)	10 0800-0850 R2P2 0900-1100 Seminar: MEU(SOC) 1100-1630 PSPT [Date/time TBD Views from the COS of the Air Force (Gen Ryan)]
13 <u>0800-0920 OMFTS/STOM and Supporting Concepts</u> <u>0930-1020 AAAV</u> <u>1030-1120 MV-22</u> <u>1230-1320 JSF</u> <u>1330-1420 LCAC</u> <u>1430-1630 PSPT</u>	14 <u>0800-0920 OMFTS & the Future: USMC Keynote Speaker (BGen Goodman)</u> <u>1000-1120 RADM Mullen, N86</u> <u>1300-1500 Seminar: OMFTS & the Future of Amphib Warfare</u> <u>1510-1530 Intro to Regional Studies & Conflict Termination</u>	15 <u>0800-1630 PSPT</u> 2nd Draft MMS Paper Due	16 <div>OLOW Case Study: OPN "Allied Force"</div> ELECTIVES	17 1130-1630 PSPT Amphib Paper
20	21	22	23	24
<div>WARFIGHTING... FROM THE SEA</div> <div>WFTS MID-TERM EXAMINATION</div> <div>Amphib Paper Due</div>				
27 0800-0950 Russia and Eurasia (Nation) 1000-1050 DIA/DIO 1100-1150 CIA/DI 1200-1300 Lunch 1300-1500 Seminar: Russia and Eurasia 1500-1630 PSPT	28 0800-0920 Islam (Dr. Beyoghlow) 0930-1050 Iran: A Look Inside (Fuller) 1100-1150 U.S. Containment Policy: Iran: (Dr. Grummon) 1200-1300 Lunch 1300-1420 Oil: (Dr. Reich) 1430-1630 Seminar: The Middle East	29 0800-1000 Panel Q&A: Russia & Eurasia (Port) 1015-1215 Panel Q&A: The Middle East (Starboard) 1245-1630 PSPT	30 PSPT	31 PSPT

April 2000 (29 Feb 00)

Mon	Tue	Wed	Thu	Fri
<p>3</p> <p>0800-0815 Course Overview – FENSTERMACHER 0815-0915 Policy – SCHEAR 0930-1045 MOOTW critique – ELAND 1045-1115 Joint Q&A 1230-1630 PSPT</p> <p>Introductory Comment s, Theory and Doctrine</p>	<p>4</p> <p>0800-0915 State Collapse – KLINGER 0930-1045 Chechnya – CANN 1100-1300 Seminar: MOOTW 1330-1630 PSPT 2000-2130 Erskine Lecture (Amb Holbrook)</p>	<p>5</p> <p>0800-1600 PSPT</p> <p>Vietnam</p>	<p>6</p> <p>0800-0930 Vietnam - COLLIER 0945-1100 Vietnam – SILEO 1230-1630 PSPT</p>	<p>7</p> <p>0800-1100 Seminar: Vietnam 1130-1600 Sports' Day</p>
<p>10</p> <p>0800-0900 Media Ops on the Battlefield -- BG WHITLOW 0915-1115 Media Interview Planning and Techniques – VANCE</p>	<p>11</p> <p>0800-1630 Media Interviews, CGs 1-6 (PSPT for CGs 7-12)</p>	<p>12</p> <p>0800-1630 Media Interviews, CGs 7-12 (PSPT for CGs 1-6)</p>	<p>13</p> <p>0800-0915 Media and the Military – TBA 0930-1130 Panel Discussion</p>	<p>14</p> <p>0800-1000: Northern Ireland - DeJAGER 1000-1200: Seminar 1330-1630 PSPT</p> <p>Northern Ireland</p>
<p>17</p> <p>0800-1600 PSPT</p> <p>MMS PAPERS</p>	<p>18</p> <p>0800-0915 Peace Ops – RUDD 0930-1045 Balkans – FARKAS 1100-1215 Kosovo – KAUFMANN (Balkan TF) 1330-1630 PSPT</p>	<p>19</p> <p>0800-1100 Seminar: Balkans 1130-1630 PSPT Spring Golf Tournament</p>	<p>20</p> <p>0800-0915 Haiti – JONES 0930-1130 Marines in Lebanon- MATTHEWS 1300-1630 PSPT</p>	<p>21</p> <p>0800-0930 Terrorism & Khobar Towers – REDDECLIFF (SECRET NOFORN) 0945-1045 Film: "Warriors" 1100-1300 Seminar: Leadership in MOOTW 1330-1630 PSPT</p>
	<p>Peacekeeping & UN Ops</p>		<p>AOC VII – Leadership in MOOTW</p>	
<p>24</p> <p>0800-0915 Colombia & TNT- WATSON 0930-1100 Colombian Insurgency – MARKS 1230-1630 PSPT</p> <p>Transnational Threats (TNT)</p>	<p>25</p> <p>0800-1100 Seminar: Colombia & TNT 1230-1630 PSPT TBD – IMS vs. U.S. Soccer Game & Family Picnic</p>	<p>26</p> <p>0800-0915 Somalia – OAKLEY 0930-1045 Peace Ops in Africa – FISCHER 1230-1630 PSPT <i>(1130-1300 USA PFT)</i></p> <p>Peace Operations in Africa</p>	<p>27</p> <p>0800-1100 Seminar: Peace Ops in Africa 1230-1630 PSPT 2000-2200 Evening Parade, 8th & I</p>	<p>28</p> <p>PSPT</p> <p>Society for Military History Symposium (28-30 Apr)</p>

May 2000 (28 Feb 00)

Mon	Tue	Wed	Thu	Fri
1 0800-1000 Military Support to Civil Authorities – SHELTON 1015-1130 JTF CS – BGen LAWLOR 1230-1630 PSPT <div>Mil Support to Civil Authorities (MSCA)</div>	2 0800-1100 Seminar: MSCA 1130-1630 PSPT	3 0800-0915 NGOs – R. Williams 0930-1030 JTF-160 – LtGen WILLIAMS 1045-1200 Intel Support to MOOTW-SILEO 1330-1630 PSPT <div>Humanitarian Assistance (HA) Operations</div>	4 0800-1100 Seminar: HA Ops 1130-1630 PSPT <div>MOOTW Paper Due</div> <div>MESS NIGHT</div>	5
8	9	10	11	12
FINAL EXERCISE				
15	16	17	18	19
FINAL EXERCISE				
22	23	24	25	26
FINAL EXERCISE				PSPT
29	30	31	1 June	2 June
MEMORIAL DAY HOLIDAY				

Bibliography

Armed Forces Staff College. Joint Combined Officer Staff School Curriculum. Sept 1999

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